



**UNIVERSITY OF SPLIT**

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**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**GRADUATE STUDY PROGRAMME**

Democracy and Resilience in Modern Society

SPLIT, July 2022

## GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	<b>Faculty of Humanities and Social Sciences in Split</b>
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## GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of the study programme	<b>Democracy and Resilience in Modern Society</b>		
Provider of the study programme	Faculty of Humanities and Social Sciences in Split		
Other participants	-		
Type of study programme	Vocational study programme <input type="checkbox"/>	<b>University study programme x</b>	
Level of study programme	Undergraduate <input type="checkbox"/>	<b>Graduate x</b>	Integrated <input type="checkbox"/>
	Postgraduate <input type="checkbox"/>	Postgraduate specialist <input type="checkbox"/>	Graduate specialist <input type="checkbox"/>
Academic/vocational title earned at completion of study	Master of Arts in Public Policies and Diplomacy		

# 1. INTRODUCTION

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## 1.1. Reasons for starting the study programme

At the most general level, the Master in **Democracy and Resilience in Modern Society** is intended to encompass all realms of human existence providing interdisciplinary contact points of various subjects within the framework of the humanities and social sciences. Resilience is, in this respect, based upon democratic principles, and considered as the capacity to adopt quickly to the changes and challenges brought upon the modern, contemporary societies. Therefore, the course contents would range from the cultural, historical and political aspects to the domains related to religion, law and science with particular emphasis on the Croatian and Israeli society. In view of this, one of the guiding thoughts was to emphasize the dimension of the two modern societies and their future perspectives. Such an approach seeks to be based on a highly competent and scientific appraisal of the fundamental issues, which would encourage and foster understanding between the two national and cultural identities, both at an individual level and in the wider social context. Taking into consideration the fact that Croatia is a member of the European Union, the course contents related to the Croatian domain would also provide relevant, up-to-date insights into the contemporary European context. The rapidly changing European and global social and cultural environment should recognize the complexity of issues like migrations at a more scientific level. Furthermore, addressing legal issues, comprising the GDPR and other related issues, especially with respect to the human rights, is set as an important objective of this programme. The Master programme will also analyze and suggest answers to the key challenges of democracy in the contemporary world. In this sense, prospective graduates would gain competences and knowledge that are both universal and specific, which would enable them to work in other EU countries and elsewhere. The M.A. degree obtained after successful completion of the course is expected to qualify students to work towards a doctorate in the corresponding area. Alternatively, they can embark on a professional career at other academic and cultural institutions, museums, commemoration centres, the media, tourism, state and local government institutions, diplomatic service, private law firms or other institutions and companies requiring the skills acquired in the programme.

The intention of this programme is, among other things, to strengthen the liaison between Israel and Croatia, as two friendly countries, at the academic level and to facilitate a close working relationship between the two higher education systems aimed at "producing" interdisciplinary experts in the field of the humanities and social sciences. With respect to the omnipresent, ongoing process of globalization, the Master in **Democracy and Resilience in Modern Society** will provide a multifaceted, comprehensive study programme which should, on one hand, cherish and promote the unique values of Croatian and Israeli cultures and identities and, on the other, provide students with the particular humanistic and social universalia necessary for the fluent and competent functioning in the globalized market-led world. This innovative study program represents a novelty in the Croatian academic world, and will produce, at the general level, highly competent experts, ready to swiftly adopt to the challenges of the global contemporary labour market, and to respond competently to various competitive situations.

The Master in **Democracy and Resilience in Modern Society** has been designed to educate and train professionals who will be concerned with diplomacy, international studies, political studies, cross-cultural studies, and politics. The need for such experts comes from the Croatian labour market, the internationalisation and globalization of the economy, Croatia's accession to the EU, Israel's relation to the EU and its international position in general. Students will gain

the skills to understand, formulate and challenge the processes, strategies and issues of interdependence, international cooperation, and cultural diplomacy.

The Master programme demands an interdisciplinary approach in order to be a viable study option in the age of global politics, international economics, human rights, climate change, gender inequality, race issues, and terrorism. The diversity of courses offered (from art to the society designed wellbeing and AI) intends to enable the interplay between the main objectives of the programme: e.g. educating qualified and competent professionals, aware and respectful of the principles of democracy, and transfer the values of democracy and resilience to the graduates thus enabling them, once they find themselves on the labour market, to swiftly overcome the process of adapting to various challenges brought upon by the contemporary society. Therefore the students will gain knowledge and competency in the areas of global politics, Israeli and Croatian history, literature and film, law, cyber security, artificial intelligence, geography, diplomacy, etc. The skills and competencies obtained in the programme will lead to employment in politics, international business, diplomacy, cultural fields, history, commerce, tourism, international affairs and the media. These professional roles are needed because in the 21st century, bilateral and multilateral relations are ever more important. This heightening of interdependence and international cooperation calls for people skilled in maintaining and improving political, economic, and social ties between a wide variety of stakeholders. These issues are crucial for many aspects of life, including foreign policy, business and cultural activities.

More specifically, the Master in **Democracy and Resilience in Modern Society** aims to strengthen the ties between Croatia, Israel, and the wider regions of both countries. Also, at a much wider scale, it aims at researching the wider European region. Diplomatic relations between Croatia and Israel were established in April 1997, after Croatia's independence. Croatia has an embassy in Tel Aviv and four honorary consulates in other areas of Israel. Israel has an embassy in Zagreb. The firm diplomatic ties form both the foundation of this Master programme and serve as a network to be solidified and expanded by the graduates. There is also one Croatian-Israeli Business Club in Zagreb that helps the wider business community strengthen business relations, not only on bilateral but on multilateral level as well. Those who complete the graduate degree will be qualified to work in positions which require a graduate university degree. The Master of Arts in Diplomacy and Resilience in Modern Society can perform various jobs in diplomacy, politics and various scientific, social and cultural institutions. The acquisition of interdisciplinary research practice, therefore, opens up opportunities for professional activities in various administrative and public bodies, cultural administration, tourism sector, press and publishing industry, in public relations work in the private sector, management in the public sector, in non-governmental organizations and other similar organizations.

Upon completion of the graduate programme, the student is qualified for further study at the postgraduate level as well as for scientific research.

## **1.2. Relationship with the local community (economy, entrepreneurship, civil society, etc.)**

The Faculty of Humanities and Social Sciences is successfully connected with the local community with regard to the socio-humanistic profile of the study programmes implemented within it. This especially relates to the connection with educational and cultural institutions in the local community and civil society organizations. The proposed study programme is expected to be an additional contribution to this connection and to bring new benefits to the local community through local and visiting students who will be active stakeholders and

contributors to the local community during their studies through their engagement in the university context and with civil society organizations. One of the concrete forms of connecting with the local community is the so-called teaching outreach. This involves various institutions, companies and civil society organizations carefully and systematically selected to provide additional teaching units within which students with the best academic achievements will perform their professional practice. Teaching outreach is expected to facilitate students' practical learning experiences as well as to enable high-performing students to get in direct contact with a possible employer. Furthermore, given the international nature of the proposed study programme the local community, primarily its cultural and tourism resources, will receive additional promotion.

### **1.3. Compatibility with requirements of professional organizations**

The study programme is not subject to the requirements of professional associations, because it is not an internationally regulated profession. However, the novelty of the study programme lies precisely in the capacity of the program to adopt swiftly to the requirements of the labour market, given its interdisciplinary orientation. Therefore, upon completion of the study programme, the graduates should be able to meet requirements of various associations.

### **1.4. Name possible partners outside the higher education system that expressed interest in the study programme**

Numerous partners outside the higher education system have expressed interest in working with our study programme: state and local government administration, military administration, tourist boards, state archives, public-private partnerships, local businesses, scientific institutes, museums, tourist board, the Croatian-Israeli Business Club, production houses, media and other cultural institutions.

### **1.5. Financing**

The programme is organized to be self-financing, i.e. all costs of the study programme are funded by student tuition fees and various donations.

### **1.6. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries**

The study programme was created in accordance with European educational structures (ECTS system, study cycles, etc). It is comparable to a number of similarly designed study programmes abroad with an emphasis on elective courses, so given the proposed conception of the programme, study dynamics, prospective student mobility and ECTS points that should be realized during the study, this programme can be compared to similar studies within the European Union and Israel, such as:

*College of Europe, Master of Arts in Transatlantic Affairs (MATA)*

<https://www.coleurope.eu/study/master-arts-transatlantic-affairs-mata/academic-programme>

*The Center for Cultural Diplomacy Studies, Berlin*

[http://www.ccds-berlin.de/index.php?en\\_ba-ma-programs\\_home](http://www.ccds-berlin.de/index.php?en_ba-ma-programs_home)

*University of Haifa, International School, MA in Israel Studies*

<https://www.haifainternational.com/ma-israel-studies/>

*German-Jewish Literature and Cultural History, Viadrina European University*

<https://www.kuwi.europa-uni.de/en/lehrstuhl/lw/diaspora/profil/literaturkulturgeschichte/index.html>

*Brussels School of Governance, MA in Diplomacy and Global Governance*

<https://brussels-school.be/education/graduate-programmes/ma-diplomacy-and-global-governance>

*Central European University, MA in International Public Affairs*

<https://dpp.ceu.edu/ma-international-public-affairs-maipa>

*American Graduate School in Paris, MA in International Relations and Diplomacy*

<http://www.ags.edu/>

**Advanced Master in EU Interdisciplinary Studies (IEE-ULB, the Institute for European Studies in Brussels)**

<https://www.iee-ulb.eu/en/learning/masters/specialized-master-interdisciplinary-eu-studies>

### **Interdisciplinary European Studies (M.A.)**

(The University of Augsburg)

<https://www.uni-augsburg.de/en/studium/studienangebot/uebersicht/interdisciplinary-european-studies-ma/>

## **1.7. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)**

While not required, due to the nature of the programme, it is reasonable to expect that a number of exchange arrangements will be initiated, particularly with universities in Israel. Such arrangements can be made under the guidelines of the ERASMUS exchange program, CEEPUS framework and other similar mobility networks. As to the vertical mobility, upon completion of the graduate programme, the students are qualified for further study at the postgraduate level as well as for scientific research in the area of Humanities and Social Sciences and Interdisciplinary Science.

### **1.8. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions**

The programme contributes to the accomplishment of a number of explicit objectives in the Development Strategy of the Faculty of Humanities and Social Sciences in Split (<https://www.ffst.unist.hr/dokumentacija/razvojna-strategija-filozofskog-fakulteta-u-splitu-2015-2020/>). Particularly relevant are the following: related to research, objective 2 encourages the creation of study programmes that help in preservation of Mediterranean historical and cultural heritage, objective 3 encourages the creation of interdisciplinary and transdisciplinary study programmes; related to students, objective 4 encourages the internationalization of study programmes and the development of joint studies, while the objective 5 encourages the development of national and international student and staff mobility.

The programme is also highly compatible with the objectives in the existing strategy of the University of Split (<http://www.szst.unist.hr/wp-content/uploads/2018/03/STRATEGIJAunist-1.pdf>), particularly in these aspects: related to research, objective 1 encourages work on the recognition of the University of Split in the European and global research area; related to students, objective 3 encourages the integration of research, practice and creativity, objective 4 encourages cooperation with recognized European and global universities; related to organization, objective 1 encourages work on achieving efficiency, interdisciplinarity and sustained development.

The programme is in line with the European Strategy for Universities <file:///C:/Users/Korisnik/Downloads/communication-european-strategy-for-universities.pdf> in particular with comma 2, which reads:

“ The European strategy for universities aims at supporting and enabling universities to adapt to changing conditions, to thrive and to contribute to Europe’s resilience and recovery. It is a call to Member States and higher education institutions across Europe to join forces. It seeks to take transnational cooperation to a new level of intensity and scope and to develop a genuinely European dimension in the higher education sector, built on shared values. The strategy recognises excellence and inclusion as a distinctive feature of European higher education, exemplary for our European way of life. This makes the higher education sector in Europe different from other parts of the world.” The intention of the study program is also to adopt to the changes in high education.

### **1.9. Current experiences in equivalent or similar study programmes**

With respect to the content and structure, Master in Democracy and Resilience in Modern Society is a novelty not only within the Croatian but also within the European and Israeli higher education contexts. In the context of education, given the rapid changes of the contemporary society, swift adaptations will be necessary to show competence in various fields. Therefore, this interdisciplinary program will educate students accordingly, and encourage them to take action on multiple levels, as well as to be proactive, and take initiative in potential problem solving. The majority of teachers in this programme come from the Faculty of Humanities and Social Sciences, University of Split (formerly the High Education School and Department of the Humanities) which has a long tradition in undergraduate and graduate studies for social sciences (Sociology, Pedagogy, Early and Preschool Education, Teacher Education) and the Humanities (Croatian Language and Literature, English Language and Literature, Italian Language and Literature, History, History of Art, Philosophy). Furthermore, many of the Faculty



undergraduate and graduate programs are oriented towards the interdisciplinary area of research, whereas various cooperations have been established both at national and international level. In addition, the Faculty of Humanities and Social Sciences in Split has successfully developed the Postgraduate Doctoral Studies in Humanities which is also a self-financed study programme focused on interdisciplinary research. Furthermore, the undergraduate and graduate study levels at all departments of the Faculty are parts of the ERASMUS programme and other mobility networks, and thus receive a number of foreign students on a regular basis, which means that the teachers have experience in communicating and working with foreign students in English.

## 2. DESCRIPTION OF THE STUDY PROGRAMME

### 2.1. General information

Scientific/artistic area of the study programme	Interdisciplinary Scientific Area (Humanities and Social Sciences)
Duration of the study programme	2 years (4 semesters)
The minimum number of ECTS required for completion of study	60 (120)
Enrolment requirements and admission procedure	Completed 3-year undergraduate study in Humanities, Social Sciences or Interdisciplinary Sciences. Participants will have to pass the admission procedure for enrolment.

### 2.2. Learning outcomes of the study programme (name 15-30 learning outcomes)

Upon the completion of the programme, the X major will be able to:

- Explain the most important periods, people and concepts of Croatian History
- Explain the most important periods, people and concepts of Israeli History
- Analyze the origins of the modern nation state
- Evaluate the theoretical principles of comparative governance
- Compare key issues of governance in European, Croatian and Israeli context
- Explain the history and context of Croatian-Israeli relationships
- Identify the most important theoretical, historical and cultural aspects of Croatian and Israeli societies and religions
- Analyse the major issues regarding territories and bordering



- Analyze key challenges of democracy in the contemporary world
- Recognize the complexities of migrations within the human rights framework both in Europe and the Middle East migrations
- Make a comparative analysis of Israeli and Croatian art
- Discuss issues of identity with regard to national literature and language
- Explain the fundamental issues of cyber security
- Discuss artificial intelligence, big data and GDPR
- Evaluate the relationship between the state and the market in general, and specifically in Euro-Croatian and Israeli context
- Incorporate inovational skills into entrepreneurial context
- Manage skills in public relations
- Analyze the foundations and implications of multiculturalism and cross-culturalism
- Analyze the contribution of sport - national identity relationship in Croatian and Israeli national well-being
- Conduct an interdisciplinary research within the comparative fields of the study programme
- Acquire interdisciplinary/comparative methodology skills
- Identify scientifically relevant research problem within Croatian-Israeli relationship context
- Work in research teams on developing research projects in international relations with an emphasis on Croatian-Israeli context
- Critically reflect on shortcomings and advantages of Croatian-Israeli relationships
- Apply diplomatic skills in improving Croatian-Israeli relations

### **2.3. Employment possibilities**

The Master in Diplomacy and Resilience will open up possibilities of working in a wide range of fields. Given the programme's emphasis on history, culture and diplomacy, any job position related to these areas will be attractive to the graduates, eg. a variety of jobs offered by museums, art galleries, historical and art institutes, libraries, publishing firms, and a number of non-governmental agencies and private businesses, particularly those that focus on issues of immigration, cultural identity, European politics, and similar. The political, diplomatic, and legal aspects covered by the courses in this programme will enable its graduates to work in various diplomatic institutions, embassies, ministries, intergovernmental agencies, and the military and security agencies. The programme will also open up possibilities of working in various media

positions, such as newspapers, journals, radio and TV broadcasts, particularly those dealing with topics of diversity, migration, human rights, identity issues, European and Israeli history, and foreign relations.

#### **2.4. Possibilities of continuing studies at a higher level**

After successful completion of graduate studies the Master in Democracy and Resilience in Modern Society will be able to continue doctoral studies within the research fields of: political studies, cultural studies, history, interdisciplinary humanities and the social sciences, as well as international relations.

S/he can continue research related to the major courses included in the graduate studies, and research in similar disciplines at universities within Croatia, Israel and elsewhere abroad. S/he can also enrol in related post-graduate specialised studies. The programme is compliant with all Bologna guidelines and regulations.

#### **2.5. Name lower level studies of the proposer or other institutions that qualify for admission to the proposed study**

Students who hold an accredited BA degree in various disciplines in humanities and social sciences (a minimum of 180 ECTS in total, or equivalent) can enrol into the graduate study programme in Master in Democracy and Resilience in Modern Society at the Faculty of Humanities and Social Sciences in Split.

#### **2.6. Structure of the study programme**

This is a graduate study programme. Its duration is 4 semesters (two academic years). The number of ECTS for the entire programme is 120. Each mandatory and elective course is 5 ECTS.

The courses are taught by Croatian and Israeli professors, and other renown international experts.

During the first, second and third semesters students are required to enrol in 4 mandatory courses and to select 2 elective courses (out of the 3 offered each semester). This means that during the first three semesters students take 6 courses per semester (a total of 30 ECTS per semester).

The fourth semester is dedicated to writing the final (master's) thesis. The final (master's) thesis is 30 ECTS.

#### **2.7. Guiding and tutoring through the study system**

There are numerous services at the Faculty that are available to students during their study programme. For information related to student obligations and duties, exam deadlines, information on study subjects, study rules, etc., the Student service (Referada) is available to students during working hours. Furthermore, in the Office for International Cooperation, students can get information on ERASMUS, other mobility programmes or other issues related

to student international exchanges. If students need help with learning, time management, or if they need counseling about personal issues, they can contact the Student Counseling Center within Faculty where they can get professional help. Finally, students can also contact the Head of the study programme who is in charge of the entire study programme. All information are displayed timely on the Faculty web page.

Professional counseling and mentoring within each course is the responsibility of each course teacher. Most of the courses are intended for work in small groups. Students are expected to consult course instructors regularly during office hours regarding the writing of their essays, presentations and exams. During the winter semester of their second year students choose a supervisor who will supervise their research and the writing of their master thesis during the summer semester.

## 2.8. List of courses that the student can take in other study programmes

Students will not be able to formally enrol in courses in other study programmes, given the self-financed and self-contained nature of this programme. In addition, students can, if they wish, enrol and listen to elective courses from the common list of elective courses, but they are not required to take the exam nor do those courses carry any ECTS.

## 2.9. List of courses offered in a foreign language as well (name which language)

All courses are conducted in English. In addition, at their own discretion students may enrol into some of the courses in foreign languages, as electives, offered by the Faculty centres.

## 2.10. Criteria and conditions for transferring the ECTS credits

Students who have achieved more than 42 ECTS in a preceding academic year are considered students of the following year. Students who did not pass all the courses in a given year in the next year have to enrol first into those courses they failed. Students who achieve the minimum of 60 ECTS in the preceding year are allowed to enrol into courses the sum of which is 75 ECTS in the following year.

ECTS points gained outside the Faculty of Humanities and Social Sciences are recognized in accordance with the value of ECTS set by the Faculty of Humanities and Social Sciences. The criteria and transfer requirements follow from the current regulations in place at the Faculty of Humanities and Social Sciences

## 2.11. Completion of study

Final requirement for completion of study	Final thesis <input type="checkbox"/> <b>Diploma thesis</b> <input checked="" type="checkbox"/>	Final exam <input type="checkbox"/> Diploma exam <input type="checkbox"/>
Requirements for final/diploma thesis or final/diploma/exam	Requirements for registering an MA thesis: Successfully completed third (winter) semester of the second year. Requirements for registering an MA thesis defence: successfully completed fourth (summer) semester of the second year of graduate study programme and completion of	

	all other enrolled courses (90ECTS; the course Graduate thesis carries 30 remaining ECTS).
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	After successfully passing all the exams and obtaining a positive grade for the thesis by the supervisor, the student defends his/her thesis before a committee consisting of three members who are academic appointees in the study programme.

## 2.12. List of mandatory and elective courses

List of courses							
Year of Study: 1							
Semester: Fall							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory		<b>The Origins of Modern Nation State</b>	30	15	0	0	5
		<b>The Origins of Israeli State</b>	30	15	0	0	5
		<b>The Origins of Croatian State</b>	30	15	0	0	5
		<b>Community and Resilience</b>	30	15	0	0	5
		<b>Total</b>					<b>20</b>
Elective		<b>Society and Religion</b>	30	15	0	0	5
		<b>Territories and Borders</b>	30	15	0	0	5
		<b>Challenges of Democracy</b>	30	15	0	0	5
		<b>Comparative Government</b>	30	15	0	0	5
		<b>Educational policies in Europe</b>	30	15	0	0	5
		Students choose 2 elective courses					

List of courses							
Year of Study: 1							
Semester: Spring							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory		<b>Comparative Art</b>	30	15	0	0	5
		<b>Literature and Identity</b>	30	15	0	0	5
		<b>Cyber Security</b>	30	15	0	0	5
		<b>Croatian-Israeli relationship</b>	30	15	0	0	5
		<b>Total</b>					<b>20</b>
Elective		<b>Social Crossroads in Film</b>	30	15	0	0	5
		<b>National Identity in Music</b>	30	15	0	0	5

		<b>Intercultural Music Education</b>	30	15	0	0	5
		<b>Challenges of Migration and Human Rights</b>	30	15	0	0	5
		<b>Artificial Intelligence</b>	30	15	0	0	5
Students choose 2 elective courses							

<b>List of courses</b>							
<b>Year of Study: 2</b>							
<b>Semester: Fall</b>							
	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory		<b>State and Market Economic Analysis</b>	30	15	0	0	5
		<b>Entrepreneurship and Innovation</b>	30	15	0	0	5
		<b>Modern Diplomacy and Public Relations</b>	30	15	0	0	5
Total							<b>15</b>
Elective		<b>Principles of Scientific Research in Social Sciences and Humanities</b>	30	15	0	0	5
		<b>Philosophy of Science</b>	30	15	0	0	5
		<b>Mediterranean as the Cradle of Multiculturalism</b>	30	15	0	0	5
		<b>Society Designed Well-Being</b>	30	15	0	0	5
		<b>Service Learning in Modern Society</b>	30	15	0	0	5
Students choose 3 elective courses							

<b>List of courses</b>							
<b>Year of Study: 2</b>							
<b>Semester: Spring</b>							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory		<b>Master's Thesis</b>					30
	Total						30

### 2.13. Course descriptions

NAME OF THE COURSE		The Origins of Modern Nation State				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Josip Vrandečić, Ph.D., Distinguished Professor	Credits (ECTS)	5			
Associate teachers	Marko Rimac, Ph.D., Assistant Professor Nikša Varezić, Ph.D., Assistant Professor Andrea Feldman, Ph.D., Associate Professor Naida Mihal-Brandl, Ph.D., Assistant Professor	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The main goal of this course is to outline the diverse processes of creation of modern nations as well as the diversity of their national citizenship model. The students will gain knowledge of the main notions related to creation of a nation vs. national state, and follow up the periodization of various formations of statehoods, including the analyses of the future of nation-state.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students are expected to be able to: 1) compare different types of nation states, 2) commentate the attitude of main ideologies towards nationalism, 3) explore the historical emergence of European nation state, 4) to get acquainted with the modern history of the various European countries taken as a subject of study.					
Course content broken down in detail by weekly class schedule (syllabus)	<p><u>1st week:</u> Introduction - What is a Nation? Primordialist vs. Constructionists. Nation as an Ancient and Natural Fenomenon as opposed to a Modern construction. (J. Vrandečić)</p> <p><u>2nd week:</u> Ius Soli and Ius Sanguinis. The Concepts of Citizenship. The Definition by Bloodline vs. the Place of Birth. The Examples of Germany and France. (J. Vrandečić)</p> <p><u>3rd week:</u> The Medieval and Early-Modern City-State of Dubrovnik as an Inspiration for the Croatian National Romanticism: "Tuscany Model" in the National Building Process. (N. Varezić)</p> <p><u>4th week:</u> Regionalism vs. Nationalism: the Study Case of Dalmatia. The Autonomist Movement in 19<sup>th</sup>-Century Dalmatia. (J. Vrandečić)</p> <p><u>5th week:</u> Statistics and the Nation-building. Questions of Nationality and Language. Statistical Analysis of the Census Data in the 19<sup>th</sup>-Century Croatia. (M. Rimac)</p>					

	<p><u>6th week:</u> The Multinational State. The Types of Nationalism. Civic vs. Ethnic Nationalism. The Austro-Hungarian Monarchy Model. (N. M. Brandl)</p> <p><u>7th week:</u> Forging a Common Identity. Sources of National Identification. Making and Unmaking the British Identity. (J. Vrandečić)</p> <p><u>8th week:</u> The Latecomers. Political Campaign by Nationalist Elite. The Italian and Germany Unifications. (N. M. Brandl)</p> <p><u>9th week:</u> Romantic Nationalism. The-post Enlightenment History of ideas. Folk Culture and Arts. (J. Vrandečić)</p> <p><u>10th week:</u> Liberalism vs. Nationalism. Once we were Friends, Today we are Adversaries. (A. Feldman)</p> <p><u>11th week:</u> Israel as a Nation-State of the Jewish People. Diaspora and Minorities. (N. M. Brandl)</p> <p><u>12th week:</u> The Nation-Building in the 19th-Century Balkans (A. Feldman)</p> <p><u>13th week:</u> From Caliphate to the Modern State. The Late Desintegration of the Ottoman Empire. Mustafa Kemal Atatürk's Reformism. Islam and Nationalism in the Balkans and the Middle East. (N. M. Brandl)</p> <p><u>14th week:</u> Communism and Nationalism. An Interloper in the Communist Block. (A. Feldman)</p> <p><u>15th week:</u> The Future of Nation-state. The Restructuring of the Westphalian State-System. (J. Vrandečić)</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Class attendance, written exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar reading essay	1,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is based on the evaluation of the final essay test.					



	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1) Anderson, Benedict (1991). <i>Imagined Communities. Reflections on the Origin and Spread of Nationalism</i>	University of Split Library 1 copy (In Croatian)	/
	2) Braubaker, Rogers. (1992). <i>Citizenship and nationhood in France and Germany</i> . Harvard University Press.	/	A course teacher copy
	3) Banac, Ivo. (1988). <i>The National Question in Yugoslavia: Origins, History, Politics</i> . Ithaca: Cornell University Press.	2 copies Library of FF (In Croatian)	/
	4) Colley, Linda. (1992). <i>Britons. Forging the nation 1707-1837</i> . Yale University Press.	University of Split Library 1 copy	A course teacher copy
Optional literature (at the time of submission of study programme proposal)	1) Gellner, Ernest. (1983). <i>Nations and Nationalism</i> . Ithaca: Cornell University Press. 2) Smith, Anthony D. (1986). <i>The Ethnic Origins of Nations</i> . London: Basil Blackwell. 3) Hobsbawm, Eric J. (1992). <i>Nations and Nationalism Since 1780: Programme, Myth, Reality</i> . Cambridge University Press.		
Quality assurance methods that ensure the acquisition of exit competences	Consultation, records of attendance at lectures, active participation in discussions, evaluation of class and the teacher at the end of the semester.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		The Origins of Israeli State				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Ivan Matijević, Ph.D., Associate Professor	Credits (ECTS)	5			
Associate teachers	Ruth Eitan, Ph.D.	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The course will present the history of the Jewish people from its settlement in Palestine during the Iron Age, the establishment of kingdoms, to the time of Roman, Byzantine and Ottoman rule. The aim is to show how the modern Israeli State had its roots in events during the 19th century, especially after the founding of the Zionist					

	<p>movement, the Balfour Declaration and the growing immigration of Jews to Palestine. The aim is to show the life of the diaspora, the development of Zionism, but also antisemitism and the Holocaust and their impact on the creation of the Israeli State. The circumstances in which the State of Israel was proclaimed in 1948, as well as the wars it waged over the following decades to preserve its independence, will be described in detail. Special emphasis is placed on the development and role of the Israeli Defense Forces during the wars of 1948, 1956, 1967, 1973 and 1982.</p>	
<p>Course enrolment requirements and entry competences required for the course</p>	<p>No admission requirements. Entrance competencies: - reading in English language - basic computer literacy</p>	
<p>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Upon completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1) Identify and explain key historical processes in the Middle East from the time of Jewish settlement in Palestine to the modern age.</li> <li>2) Recognize the main characteristics of the Zionism on the creation of the State of Israel.</li> <li>3) Detect the circumstances that led to the proclamation of the State of Israel in 1948.</li> <li>4) Analyze the key reasons why the Israeli Defense Forces were superior to the armies of neighboring countries.</li> <li>5) Describe the creation and functioning of the State of Israel in the context of Cold War relations.</li> <li>6) Develop and apply the skills of critical thinking and research skills.</li> <li>7) Recognize the importance of individuals and their influence on the development of historical events.</li> <li>8) Interpret the ways of functioning of society during the war.</li> </ol>	
<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<p><u>1<sup>st</sup> week</u>: From the biblical history of Israel to the 1st century BC. <u>2<sup>nd</sup> week</u>: From the arrival of the Romans to the 4th century AD. <u>3<sup>rd</sup> week</u>: The Jewish people in Palestine and the diaspora until the 19th century. <u>4<sup>th</sup> week</u>: Religious Zionism and political Zionism. The beginnings of the mass Jewish settlement of Palestine in the late 19th century. <u>5<sup>th</sup> week</u>: British governance of Palestine and the Balfour Declaration. <u>6<sup>th</sup> week</u>: Haganah. Irgun. <u>7<sup>th</sup> week</u>: Shaping Israel's national identity: the case of the holocaust survivors. <u>8<sup>th</sup> week</u>: Israel's War of Independence (1947-1949) and the Proclamation of the State of Israel in 1948. <u>9<sup>th</sup> week</u>: Political consolidation of the State of Israel. <u>10<sup>th</sup> week</u>: The Sinai Campaign in 1956. <u>11<sup>th</sup> week</u>: The Six Day War in 1967 and Its Consequences. <u>12<sup>th</sup> week</u>: The first Jewish settlements in Judea and Golan. <u>13<sup>th</sup> week</u>: The Yom Kippur War in 1973 and the Lebanon War 1982. <u>14<sup>th</sup> week</u>: The impact of the Cold War on the development of the Israeli State. <u>15<sup>th</sup> week</u>: The territory of the Arab neighbors and the State of Israel.</p>	
<p>Format of instruction</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises</p>	<p><input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory</p>

	<input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
Student responsibilities	Regular class attendance, active participation in discussions, successful completion of individual and group assignments, preparation and presentation of seminar papers.			
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1,5	Research	Practical training
	Experimental work		Report	(Other)
	Essay		Seminar essay	2 (Other)
	Tests		Oral exam	1,5 (Other)
	Written exam		Project	(Other)
Grading and evaluating student work in class and at the final exam	The examination of acquired knowledge, skills and competencies is conducted during the semester through the evaluation of student activities and online discussions, seminar work, and oral discussions. In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed with regard to the achievement of the following elements: class attendance 30%, oral exam discussions 20%, seminar paper written according to instructions 40%; active participation in classes (physical/online discussions 10%). Criteria for evaluating and grading individual elements are described in the course repository.			
Required literature (available in the library and via other media)	<b>Title</b>		<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1) <i>A History of the Jewish People</i> , edited by H. H. Ben-Sasson, Harvard University Press 1999.		1	<a href="https://archive.org/details/historyofjewishp000unse/page/n9/mode/2up">https://archive.org/details/historyofjewishp000unse/page/n9/mode/2up</a>
	2) Ian J. Bickerton – Carla L. Klausner, <i>A history of the Arab-Israeli Conflict</i> , Routledge 2016.		1	
	3) John Bright, <i>A History of Israel</i> , Westminster John Knox Press 2000.		1	
	4) S. D. Goitein, <i>Jews and Arabs. A Concise History of Their Social and Cultural Relations</i> , Dover Publications, Inc. 2005.		1	
	5) Derek J. Penslar, <i>Israel in History. The Jewish State in Comparative Perspective</i> , Routledge 2007.		1	
	6) Chaim Herzog, <i>The Arab-Israeli Wars. War and Peace in the Middle East</i> , updated by Shlomo Gazit, Vintage Books 2004.		1	
	7) Howard M. Sachar, <i>A History of Israel. From the Rise of Zionism to Our Time</i> , Alfred A. Knopf – New York 2007.		1	<a href="https://archive.org/details/HistoryOfIsraelFromTheRiseOfZionismToOurTimeAHowardMSachar1977/mode/2up">https://archive.org/details/HistoryOfIsraelFromTheRiseOfZionismToOurTimeAHowardMSachar1977/mode/2up</a>

Optional literature (at the time of submission of study programme proposal)	<p>1) Bernard Reich, Themes in the History of the State of Israel, <i>The American Historical Review</i>, Dec., 1991, Vol. 96, No. 5 (Dec., 1991), 1466-1478.</p> <p>2) Arie J. Kochavi, The Struggle against Jewish Immigration to Palestine, <i>Middle Eastern Studies</i>, Vol. 34, No. 3 (Jul., 1998), 146-167.</p> <p>3) Idith Zartal, <i>Israel's Holocaust and the Politics of Nationhood</i>, Cambridge University Press 2005 (introduction and chapter 1).</p> <p>4) Yagil Levy, <i>Trial and Error: Israel's Route from War to De-Escalation</i>, State University of New York Press 2012.</p> <p>5) Hanna Yablonka, <i>Survivors of the Holocaust: Israel after the War</i>. Translated by Ora Cummings. New York University Press 1999.</p> <p>6) <i>The Israel-Arab reader. A Documentary History of the Middle East Conflict</i>, edited by Walter Laqueur and Dan Schueftan, Penguin Books 2016.</p>
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of tasks; student questionnaire on the quality of teaching and teachers at the Faculty level; passed exam and the fulfillment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		The Origins of Croatian State				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Aleksandar Jakir, Ph.D., Distinguished Professor	Credits (ECTS)	5			
Associate teachers	Josip Vrandečić, PhD, Distinguished Professor Tonija Andrić, Ph.D., Associate Professor Ivan Matijević, Ph.D., Associate Professor Nikša Varezić, Ph.D., Assistant Professor Zvonimir Forker, Ph.D., Assistant Andrijana Perković Paloš, Ph.D., Research Fellow	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The main goal of this course is to outline Croatian political, social, economic and cultural history in the wider European context from ancient times to the modern and contemporary period. The aim is to develop a critical sense for understanding basic processes and structures which characterized Croatian history and the state-building process in the case of Croatia.					
Course enrolment requirements and entry competences	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1) explain the key political processes in the Croatian historical lands from the perspective of European civilization,</li> <li>2) interpret the importance of the most influential foreign policy on historical circumstances in Croatian lands,</li> <li>3) describe the transformation of Croatian society from first medieval social classes to modern civil society,</li> <li>4) explain the main features of economic systems in Croatian lands from feudalism to modern capitalism,</li> <li>5) describe Croatian cultural heritage in the context of European artistic movements,</li> <li>6) interpret the development of the modern Croatian nation within the framework of contemporary European political movements,</li> <li>7) recognize the influence of European culture on Croatian tradition and history.</li> </ol>
Course content broken down in detail by weekly class schedule (syllabus)	<p><u>1<sup>st</sup> week</u>: Introduction - what is history and why it is important in modern society? Croatian lands in the antiquity - Illyrian tribes and Roman rule, Christianity in Dalmatia and Pannonia. (I. Matijević / Z. Forker)</p> <p><u>2<sup>nd</sup> week</u>: Socio-political processes in the European area in the context of the second migration of people and the arrival of Slavs / Croats in the eastern Adriatic coast; Development of the first Croatian state with the rulers of Trpimirović dynasty and relationship with the most important European political factors (Holy See, Byzantium, Francia, Venice). (T. Andrić)</p> <p><u>3<sup>rd</sup> week</u>: Croatian lands between Hungary and Venice - personal union with the dynasty of Arpadović, Dalmatia in the Venetian Stato da Mar, development of the feudal and communal system in the context of European social and economic history. (T. Andrić)</p> <p><u>4<sup>th</sup> week</u>: Croatian medieval artistic and cultural heritage in the European perspective - literature, science and art – optional: field work. (T. Andrić)</p> <p><u>5<sup>th</sup> week</u>: War threats at the crossroads of the Venetian Republic, the Ottoman Empire and the Austrian Empire - Croatia as <i>antemurale Christianitatis</i>, anti-Ottoman wars, the Habsburgs and the Military Frontier. (M. Rimac)</p> <p><u>6<sup>th</sup> week</u>: The Republic of Dubrovnik - birth, development and decline - political, diplomatic and social history within middle and Surthen East European and Mediterranean context. (N. Varezić)</p> <p><u>7<sup>th</sup> week</u>: Creation of civil society - the Napoleonic wars and the French administration in Dalmatia, modernization and accelerated national integration in the context of the rise of European national states - Illyrian movement and birth of the</p>

	<p>Croatian nationalism - Austro-Hungarian monarchy and interethnic conflicts. (J. Vrandečić)</p> <p><u>8<sup>th</sup> week</u>: Croatian literature, science and art in the context of the European cultural heritage of the 19<sup>th</sup> century; the industrial revolution in Croatia and Europe. (J. Vrandečić)</p> <p><u>9<sup>th</sup> week</u>: Croats in the context of World War I – society and politics in Croatian lands and the collapse of empires. (A. Jakir)</p> <p><u>10<sup>th</sup> week</u>: Between two World Wars: The first Yugoslav state in the interwar period - position in the international community and internal problems – the failure of parliamentarism and the rise of extremism. (A. Jakir)</p> <p><u>11<sup>th</sup> week</u>: Creation of the Independent State of Croatia in the context of World War II and rise of the pro-fascistic and quisling states in Europe - the holocaust of Jews, Serbs and Romani in the Independent State of Croatia - Antifascist Movement - material and demographic consequences of the war. (A. Jakir)</p> <p><u>12<sup>th</sup> week</u>: The second Yugoslav state - the establishment and structure of the socialist system and its changes - Cold War and Tito's Non-aligned movement. (A. Jakir)</p> <p><u>13<sup>th</sup> week</u>: The crisis and collapse of the second Yugoslav state, and the establishment of a multi-party system in Croatia; Homeland War, transition and development of democracy and modern capitalism - Croatia as a member of the European Union. (A. Perković Paloš)</p> <p><u>14<sup>th</sup> week</u>: Modern Croatian culture and art - national identity in the wider European perspective. (A. Jakir)</p> <p><u>15<sup>th</sup> week</u>: Summarizing the results and preparation for the exam. (T. Andrić)</p>					
<p>Format of instruction</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
<p>Student responsibilities</p>	<p>Regular class attendance, active participation in discussions, successful completion of individual and group assignments, preparation and presentation of seminar paper, taking a written/oral exam.</p>					
<p>Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is</p>	<p>Class attendance</p>	<p>1,5</p>	<p>Research</p>		<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>(Other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>	<p>1,5</p>	<p>(Other)</p>	

equal to the ECTS value of the course)	Tests		Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is based on the evaluation of the students work in class and at the final exam as well as participation in lectures and seminars. The final rating will apply to the combination of student attendance, the quality of seminars, and the examination test. Grading of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	1) Ivo Goldstein: Croatia. A History. London 2011.			1	<a href="#">Download Croatia Pdf - Rhonda E Gordon</a>	
	2) Marcus Tanner: Croatia. A Nation Forged in War. New Haven-London 2010.			1	<a href="#">Reading : Reading Free Ebooks   PDF Book   Croatia A Nation Forged In War (pdfgoal.com)</a>	
	3) Nationalism, Culture and Religion in Croatia since 1990. Ed. Vjeran Pavlakovic. Washington 2001.			1	<a href="https://0g.socad.ru/221.html">https://0g.socad.ru/221.html</a>	
	4) Croatia since Independence. War, Politics, Society, Foreign Relations. Edited by. S. Ramet, K. Clewing, R. Lukic, Muenchen 2008.			1	<a href="#">515386537.pdf (gbv.de)</a>	
Optional literature (at the time of submission of study programme proposal)	<p>1) Aleksandar Jakir/Anita Lunić: What were the Outcomes of the Self-Managed Economy in Socialist Yugoslavia? In: Cultures of Economy in Southeastern Europe. Spotlights and Perspectives (Balkan Studies Library) edited by Davor Beganović, Andrea Lešić, Jurij Murašov, transcript, Bielefeld 2019, 79-96.</p> <p>2) Aleksandar Jakir: Victims of Transition? The Role of Homeland War Veterans in Public Discourse in Croatia. In: Military Past, Civilian Present: International Perspectives on Veterans' Transition from the Armed Forces' edited by Paul Taylor, Katherine Albertson and Emma Murray. London: Springer 2019.</p> <p>3) Aleksandar Jakir: Memories in Conflict. Remembering the Partisans, the Second World War and Bleiburg in Croatia. In: Tanja Zimmermann (ed.):</p>					



	<p>Balkan Memories: Media Constructions of National and Transnational History (transcript) Bielefeld 2012, 187-205.</p> <p>4) Aleksandar Jakir: The Economic Trigger - The status of 'Nationality' in a 'Self-Managed' Economy During the 1960s and 1970s in Socialist Yugoslavia. In: Marie-Janine Calic, Dietmar Neutatz, Julia Obertreis (eds): The Crisis of Socialist Modernity. The Soviet Union and Yugoslavia in the 1970s. (Vandenhoeck&amp;Ruprecht) Göttingen 2011, 134-155.</p>
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of tasks; questionnaire on the quality of teaching and teachers; passed exam and the fulfillment of obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process at the end of the semester.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		Community and Resilience				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Sanja Stanić. PhD, Full Professor	Credits (ECTS)	5			
Associate teachers	Ivanka Buzov, Ph.D., Associate Professor Merav Moshe-Grodofsky, Ph.D., Assistant Professor	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			

#### COURSE DESCRIPTION

Course objectives	<p>The main objective of the course is to understand the connection between contemporary threats to the community and importance of developing resilience. We intend to explain resilient communities as able to respond to disruption, to minimize the consequences of hazardous events and to establish normality, social and communal functions as soon as possible. We understand the resilient community as capable of dealing with contemporary and future challenges. The course begins with relating the concept of the global sustainable development agenda to building community resilience. Further we focus on the relationship between the community and the growing risks and threats /crises, disasters, catastrophic events/ in the contemporary society. The objective is to provide knowledge about connections between communities and hazardous events, factors that give rise to community vulnerability and the importance of building resilient community. In addition to theoretical knowledge, the aim of the course is to encourage understanding and</p>
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	critical reflection on community resilience issues, to provide examples of empirical research as well as examples of good practice. We emphasize the knowledge of research methods and tools that can be used in investigating public opinion on communal vulnerability and improvement of communal resilience.
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students are expected to be able to:  1) Understand the concept of sustainable development and the principles of sustainability as an agenda for global, regional and local development 2) Understand the connection of global strategic sustainability goals with community sustainability and resilience 3) Interpret and critically reflect at the social, economic and political causes of hazardous events 4) Identify, define and describe a resilient community 5) Identify the role that human rights can play in promoting community resilience and social capital. 5) Gain knowledge and insight into research methods and tools, particularly Community –based Participatory Research. 6) Apply knowledge in the development of theoretical and empirical works
Course content broken down in detail by weekly class schedule (syllabus)	<p><u>1<sup>st</sup> week</u>: Introduction to the course- schedule, literature, methods, deadlines, forms of assessments</p> <p><u>2<sup>nd</sup> week</u>: Agenda 2030 - World Development Program I</p> <p><u>3<sup>rd</sup> week</u>: Agenda 2030 - World Development Program II</p> <p><u>4<sup>th</sup> week</u>: Sustainable development towards resilient communities and societies</p> <p><u>5<sup>th</sup> week</u>: Sustainable development - local perspectives</p> <p><u>6<sup>th</sup> week</u>: Contemporary society and emerging threats and risks /S: Terrorism as disaster; Emergency Management Organizations ; Communities in Regions of On-Going Security Threats-A Heuristic Approach to Future Disasters and Crises/</p> <p><u>7<sup>th</sup> week</u>: Disaster response and post disaster period / S: Remembering: Community Commemoration After Disaster; Morbidity and Mortality Associated with Disasters/</p> <p><u>8<sup>th</sup> week</u>: Disasters in sociology: theory and research /S:The Popular Culture of Disaster: Exploring a New Dimension; The Crisis Approach/</p> <p><u>9<sup>th</sup> week</u>: Social vulnerability / S: Race, Class, Ethnicity, and Disaster Vulnerability; How a human rights framework for community practice can strengthen vulnerable communities; Search and Rescue Activities in Disasters/</p> <p><u>10<sup>th</sup> week</u>: Community in social theory /S: Community Innovation and Disasters; Community Processes: Coordination/</p> <p><u>11<sup>th</sup> week</u>: Understanding resilience and community resilience /S: Social capital and community resilience; Characteristics of disaster resilient community/</p> <p><u>12<sup>th</sup> week</u>: Health crisis – COVID 19 and community resilience /S: Maintaining connections despite physical separation; Community resilience in a Covid World/</p> <p><u>13<sup>th</sup> week</u>: Research methods and tools /S: Methodological Issues; Research Applications in the Classroom /</p>

	14 <sup>th</sup> week: Workshop: Research design presentations: Community based data collection, measurement and analysis 15 <sup>th</sup> week: Concluding lecture and course evaluation					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance, active participation in discussions, successful completion of individual assignments: preparation and presentation of seminar and research assignment					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade is the result of class attendance and completion of in-class activities (30%), seminar paper (20%), research design (10%), test and oral exam (40%). Grading of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	1) Barbier, B.E. and Burges J.C. (2017). The Sustainable Development Goals and the systems approach to sustainability. <i>Economics: The OpenAccess, E-Journal</i> , 11 (2017-28):1–22. <a href="http://dx.doi.org/10.5018/economics-ejournal.ja.2017-28">http://dx.doi.org/10.5018/economics-ejournal.ja.2017-28</a>			/	yes	
	2) Transforming our world: the 2030 Agenda for Sustainable Development, <a href="https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf">https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf</a>			/	yes	
	3) Fischer, Henry W. 1998. <i>Response to Disaster: Fact Versus Fiction &amp; Its Perpetuation. The Sociology of Disaster</i> . 2nd Edition. Lanham, Maryland: University Press of America.			/	yes	

	4) Handbook of disaster research, 2008 / edited by Haviđán Rodrguez, Enrico L. Quarantelli, Russell R. Dynes ; with forewords by William A. Anderson, Patrick J. Kennedy, Everett Ressler. New York, Springer	1	
	5) Beck, U. (2001) <i>Rizično društvo</i> . Beograd : Filip Višnjc.	/	yes
	6) Hacker, K. (2013). <i>Community-based participatory research</i> . Sage: Thousand Oaks, California.	/	yes
	7) Moshe Grodofsky, M. (2007). The contribution of law and social work to interdisciplinary community development and peacebuilding in the Middle East. <i>Interdisciplinary Community Development</i> . DOI:10.1300/J125v15n01_03	/	yes
	8) Moshe Grodofsky, M. & Yudelevitch, D. (2012). Organizing across identity group divisions in the context of acute political conflict: Operation Cast Lead-A case study. <i>The British Journal of Social Work</i> , 42 (6), 1060-1073.	/	yes
	9) Torczyner, J. (2001). The application of human rights advocacy theory to organizational innovation in Israel: The community advocacy/Genesis Israel experience. <i>International Social Welfare</i> , 10, 85-96.	/	yes
	10) Zautra, A.;Hall,J.; Murray, K. (2008) Community Development and Community Resilience:An Integrative Approach, <i>COMMUNITY DEVELOPMENT: Journal of the Community Development Society</i> , Vol. 39, No. 3.	/	yes
Optional literature (at the time of submission of study programme proposal)	1) Bahadur, A., Lovell, E., Wilkinson, E., Tanner,T.(2015). <i>Resilience in the SDGs: developing an indicator for Target 1.5 that is fit for purpose</i> (Briefing paper) <a href="https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9780.pdf">https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9780.pdf</a>		
	2) Disaster risk reduction and resilience in the 2030 agenda for sustainable development <a href="https://www.unisdr.org/files/46052_disasterriskreductioninthe2030agend.pdf">https://www.unisdr.org/files/46052_disasterriskreductioninthe2030agend.pdf</a>		
	3) Dobrovoljni Nacionalni pregled Republike Hrvatske o provedbi ciljeva odrzivog razvoja (2019)		
	4) Localizing the SDGs. About us. <a href="http://localizingthesdgs.org/about-us.php">http://localizingthesdgs.org/about-us.php</a>		

	<p>5) Local2030, A Global Multistakeholder Initiative to Support the Local Level Implementation. <a href="https://sustainabledevelopment.un.org/partnerships/local2030">https://sustainabledevelopment.un.org/partnerships/local2030</a></p> <p>6) Roberts, E.Andrei, S. , Huq, S., and Flint, L.(2015). Resilience synergies in the post-2015 development agenda. <i>Nature Climate Change</i>,5(1024-1025).</p> <p>7) Sustainable, resilient and inclusive societies – the path towards transformation <a href="https://sustainabledevelopment.un.org/content/documents/18829Together2030_Sectoral_Paper_HLPF2018.pdf">https://sustainabledevelopment.un.org/content/documents/18829Together2030_Sectoral_Paper_HLPF2018.pdf</a></p> <p>8) Beck, U. (2002) The Terrorist Threat World Risk Society Revisited Theory, Culture &amp; Society 19(4): 39–55.</p> <p>9) Čaldarović, O. (1995). Socijalna teorija i hazardni život. Rizici i suvremeno društvo. Zagreb: HSD.</p> <p>10) Smerić, T. (1993). Osobni strahovi i percepcija opasnih stanja – reakcije na hazardne situacije i stanja. Socijalna ekologija, 2(1):19–29.</p> <p>11) Bose, A. (2000) Are Natural Disasters Manmade? Economic and Political Weekly, Vol. 35, No. 43/44, pp. 3793- 3794.</p> <p>12) Cutter, S.L., Emrich, C.T. (2006) Moral Hazard, Social Catastrophe: The Changing Face of Vulnerability along the Hurricane Coasts The ANNALS of the American Academy of Political and Social Science 604; 102-114.</p> <p>13) Denzin, N.K. (2006) Katrina and the Collapse of Civil Society in New Orleans Space and Culture 9(1):95-99.</p> <p>14) Drabek, Thomas E. 1986. Human System Responses to Disaster: An Inventory of Sociological Findings. New York: Springer-Verlag.</p> <p>15) Quarantelli, E.L. 1978. Disasters: Theory and Research. Beverly Hills: Sage.</p> <p>16) Quarantelli, E.L. 2000. What is a Disaster? Perspectives on the Question. New York: Routledge.</p> <p>17) Barton, Allen H. 1970. Communities in Disaster: A Sociological Analysis of Collective Stress Situations. Garden City: Anchor Books</p>
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of tasks; student questionnaire on the quality of teaching and teachers at the Faculty level, passed exam and the fulfilment of other obligations prescribed by the syllabus, individual consultations; students self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and the quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		Society and Religion				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Ankica Marinović, Ph.D., Full Professor	Credits (ECTS)	5			
Associate teachers	Ori Lev, Ph.D., Assistant Professor	Type of instruction (number of hours)	P	S	V	T
			30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	<p>Main course objectives are understanding key notions in the field of studying religion: religion - irreligion, religiosity – irreligiosity – atheism, church, types of religious organizations, new religious movements; three level of religion and religiosity, to encourage interest and assure base for understanding phenomenon of religion within society; classical and respective contemporary theories on relationship between society and religions. Understanding respectful recent issues in in the field of studying religion in contemporary societies: church (religious communities) and state, religion in the public sphere, religion and politics: religious fundamentalisms and clericalism; understanding religious situation in Croatia: according to results of socio-religious research. Developing competencies for discussing sociological aspects of religion in contemporary societies and developing competencies for research different aspects of religious phenomena in different social contexts; Encouraging interest and critical approach to researching of contemporary religious phenomena and understanding religious situation in Israel – makeup and developments. Exploring the influence of religion on Israeli politics. Understanding the notion of Israel as a democratic and Jewish state – tensions and challenges. Exploring the relationship between religion and legislations – case studies from medicine.</p>					
Course enrolment requirements and entry competences required for the course	<p>No admission requirements. Entrance competencies: - reading in English language - basic computer literacy</p>					
Learning outcomes expecting at the level of the course (4-10 learning outcomes)	<p>Upon completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Define and explain basic notions considering religion;</li> <li>2. Understand and explain relevant classical and contemporary sociological theoretical concepts;</li> <li>3. Understand and explain differences between three levels of religiosity as an introduction to consideration of mutual relationships between society and religions;</li> <li>4. Understand and explain different forms of mutual relationship between church (religious communities) and state in contemporary world;</li> <li>5. Understand and explain manifestations of religion in public life within contemporary society (state, political society, civil society);</li> <li>6. Understand and explain examples of connection between religion and politics in contemporary societies as well as in Croatia; understand and explain phenomenon of fundamentalism, with contemporary examples within world religions today;</li> <li>7. Elaborate, with examples from recent religious research, specificities of Croatian religious situation (type and dimensions of predominant religion and religiosity, indicators and features of traditional as well as alternative religiosity in Croatia);</li> </ol>					
Course content broken down in details by weekly class schedule (syllabus)	<p>1. Introductory lesson: importance of interdisciplinary, multidisciplinary and multi-dimensionally approach to religion within society; notion of world religion versus popular religion; key scientific notions in the field – religion - irreligion, religiosity – irreligiosity – atheism, confession, religious affiliation, confessional affiliation,</p>					



	<p>religious organisations, church; alternative religiosity and spirituality; defining religion and religiosity (two approaches); - 5L+3S</p> <p>2. Overview of relevant classical (Comte, Durkheim, Weber, Troeltsch, Marx, Parsons, Simmel, phenomenologists, theories of secularisation) and contemporary ((Casanova, Bruce, Davie, Hervier Leger, Martin, Barker, Richardson, Beckford) sociological theoretical concepts and relevant research methods; - 5L+2S</p> <p>3. Three different levels of religion: religion per se (theoretical level), religion as an anthropo-psychic reality (personal level) and religion as a social fact (social level); - 4L+2S</p> <p>4. Existing models of relationships between church (religious communities) and state in Europe and broader. Different European praxes: concordats and contracts between church (religious communities) and state; position of minority religious communities; law and religion - example of Croatia. – 4L+2S</p> <p>5. Manifestations of religion in public life within contemporary societies (state, political society, civil society); religion in education system (educational institutions and curricula); religious symbols in state and public institutions and official state life, educational and social institutions, police and army. – 5L+2S</p> <p>6. History and contemporaneity of religious fundamentalism all over the world with living examples; secular fundamentalism today with living examples;- 3L+2S</p> <p>7. Specificities of Croatian religious situation (type and dimensions of predominant religion and religiosity, diversity of religious traditions and religious communities, indicators and features of traditional as well as alternative religiosity in Croatia; religious communities in Croatia, popular religiosity in Croatia). – 4L+2S</p>					
<p>Format of instruction</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
<p>Student responsibilities</p>	<p>Seminar essay, participating in discussions, written exam</p>					
<p>Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</p>	<p>Class attendance</p>	<p>1,5</p>	<p>Research</p>		<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>Participating in discussions</p>	<p>0,5</p>
	<p>Essey</p>		<p>Seminar essey</p>	<p>1,5</p>	<p>Other</p>	
	<p>Tests</p>		<p>Oral exem</p>	<p>2</p>	<p>Other</p>	
	<p>Written exam</p>		<p>Project</p>		<p>Other</p>	
<p>Grading and evaluating student work in class and at the final exam</p>	<p>Class attendance, participation in discussions, seminar essay, written exam.</p>					
<p>Required literature (available in the library and via other media)</p>	<p><b>Title</b></p>			<p><b>Number of copies in the library</b></p>	<p><b>Availability via other media</b></p>	
	<p>Furset, I.; Repstad, P. (2006) An Introduction to Sociology of Religion. London: Ashgate.</p>			<p>Photocopy</p>	<p>yes</p>	
	<p>Davie, Grace. (2000) Religion in Modern Europe: A Memory Mutates. Oxford University Press.</p>			<p>Photocopy</p>	<p>/</p>	



	Casanova, Jose (1994) <i>Public Religion in the Modern World</i>	Photocopy	/
	Siniša Zrinščak, Dinka Marinović Jerolimov, Ankica Marinović and Branko Ančić, "Church and State in Croatia: Legal framework, religious instruction, and social expectations," in <i>Religion and Politics in Central and South-Eastern Europe: Challenges Since 1989</i> , ed. Sabrina P. Ramet (New York, Basinstoke: Palgrave Macmillan, 2014), 133.	Photocopy	yes
	Strong Religion (2003) ed. by Almond, Appleby and Sivan. University of Chicago Press.	Photocopy	/
Optional literature (at the time of submission of the study program)	<ol style="list-style-type: none"> <li>1) Miklos Tomka, <i>Expanding Religion: Religious Revival in Post-communist Central and Eastern Europe</i> (Berlin, New York: De Gruyter, 2011), 16.</li> <li>2) Peter Berger, <i>The Desecularization of the World. Resurgent Religion and World Politics</i> (Washington D.C.: William B. Erdmans Publishing Company, 1999).</li> <li>3) Jerolimov, Dinka; Marinović Bobinac Ankica (1997) <i>Religious Communities in: V. Katunarić (ur.) Multicultural Reality and Perspectives in Croatia</i>. Zagreb: Interkultura.</li> <li>4) Ankica Marinović, "Analysis of Catholic Religious Instruction Textbooks in Croatian Primary Schools: How Do They Teach Atheism?" in <i>Education in Post-Conflict Transition, The Politicization of Religion in School Textbooks</i>, eds. Gorana Ognjenović and Jasna Jozelić (Basingstoke: Palgrave Macmillan, 2018), 129–53.</li> <li>5) Marinović Bobinac, Ankica (2004) <i>Dimension of Religious Knowledge Among Adult Population in Croatia u: D. Marinović Jerolimov, S. Zrinščak, I. Borowik (eds) Religion and Patterns of Social Transformation</i>, Zagreb: Institut za društvena istraživanja.</li> <li>6) Marinović Bobinac, Ankica &amp; Marinović Jerolimov, Dinka (2006). <i>Religious Education in Croatia, in Religion and Pluralism in Education. Comparative Approaches in the Western Balkans</i>, edited by Zorica Kuburić and Christian Moe, 39-71. Novi Sad: CEIR &amp; Kotor Network.</li> <li>7) Grzymala – Buse, Anna (2015) <i>Nations under God</i>. Princeton University Press.</li> <li>8) <i>Cults and New Religious Movements</i> (ed. By Dawson, L.:(2003) Blackwell publishing.</li> <li>9) Gavison, R. (2011). <i>Can Israel be both Jewish and Democratic? Or: Israel between Jewishness and Democracy</i>, pp. 115-148, available at: <a href="http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1862904">http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1862904</a></li> <li>10) Malach, G. and Cahaner, L., <i>Statistical Report on Ultra-Orthodox Society in Israel</i>, The Israel Democracy Institute; <a href="https://en.idi.org.il/experts/1452#booksPart">https://en.idi.org.il/experts/1452#booksPart</a></li> <li>11) Cohn, Haim H. 2002. "Religious freedom and religious coercion in the state of Israel." <i>Human Rights Review</i> 3(2): 3-35.</li> </ol>		

	<p>12) Cohen, Asher, and Bernard Susser. 2000. <i>Israel and the Politics of Jewish Identity: The Secular/Religious Impasse</i>. Baltimore, Md: Johns Hopkins University Press., Ch. 4.</p> <p>13) Peri, Yoram, (ed), "The 'Religionization' of Israeli Society", <i>Israel Studies Review</i>, Volume 27, Number 1 (Summer 2012), pp. 1-30.</p>
Quality assurance methods that ensure acquisition of exit competences	Class attendance, individual consultations, discussions, seminar essay, written exam.
Other	/

NAME OF THE COURSE		Territories and Borders				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Nikola Glamuzina, Ph.D., Full Professor Marko Rimac, Ph. D., Assistant Professor	Credits (ECTS)	5			
Associate teachers	Erez Tzfadia, Ph.D., Associate Professor	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	<p>Introducing students to basic geographic features of Croatia and Israel, historical evolution of the national territory and borders and contemporary regional structure (with geographic perspective of contemporary problems of demographic and regional development).</p> <p>Presenting the development of the first territorial and later nation states on the European continent in the period from ancient to the modern times. The aim of the course is to develop a critical sense for monitoring changes of political boundaries in European history.</p> <p>The objective of the course is to illuminate the tangible relations between politics and (real and imagined) territories and geographical structures, by focusing on two states who have faced irritated ethnic and national conflicts over borders and territories. The two cases are highly significant to understand and analyze the territorial dilemmas that the EU tenderly faces.</p>					
Course enrolment requirements and entry competences required for the course	<p>No admission requirements.</p> <p>Entrance competencies:</p> <ul style="list-style-type: none"> <li>- reading in English language</li> <li>- basic computer literacy</li> </ul>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1) Understand the most important geographic features of Croatia and Israel.</li> <li>2) Interpret bordering and evolution of Croatian and Israel territories throughout history.</li> <li>3) Set aside and explain geographic dimension of basic processes that affect the evolution of cultural landscape in different parts of Croatia and of Israel, with particular attention to border/frontier regions.</li> <li>4) Critically discuss geographic perspective of contemporary issue that burden</li> </ol>					

	<p>Croatia such as regional and demographic development, and Israel/Palestine geopolitical difficulties.</p> <p>5) Be able to discuss and write intelligently about geo-political systems and territories, beyond the particular case studies of Croatia and Israel.</p> <p>6) Explain the ethnic origins of modern European nations in the context of the formation of their first states.</p> <p>7) Explain the phenomenon of European nations and political circumstances of the development of first nation states.</p> <p>8) Interpret political, military and economic processes in the history of the European landscape.</p>	
<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<p><u>1<sup>st</sup> week</u>: Croatia: basic static data and historical evolution of national territory and bordering (2 L)</p> <p><u>2<sup>nd</sup> week</u>: Physical features of Croatia: relief, hydrology, climate, vegetation (2 L)</p> <p><u>3<sup>rd</sup> week</u>: Cultural geography of Croatia: population, settlements and urbanization, economy (2 L)</p> <p><u>4<sup>th</sup> week</u>: Regional structure of Croatia: physical and historical regions (2 L)</p> <p><u>5<sup>th</sup> week</u>: Regional structure of Croatia: principles of contemporary regionalization (regions, regional development) (2 L)</p> <p><u>6<sup>th</sup> week</u>: East Adriatic before the written history; defining the province of Dalmatia: Greek colonisation and Roman conquest - The World of the Ancient Rome; Medieval European empires - Francia, Byzantium and Holy Roman Empire of the German people - territories, borders and administrative systems (2 L)</p> <p><u>7<sup>th</sup> week</u>: European city-states – the example of the Venetian Republic and the Republic of Dubrovnik - territories, borders, diplomacy and foreign policies - How to respond to the rise of Ottoman Empire: Dynastic struggle for a multinational Central European empire; three empires and their borderlands: Habsburgs, Ottomans and Venice and the concept of military frontier (2 L)</p> <p><u>8<sup>th</sup> week</u>: The concept of fixed border and strong state: negotiating peace between European empires and Ottomans; challenges of modernity on the frontier: control, administration and maintaining peace in 18<sup>th</sup> and 19<sup>th</sup> century - rise of the colonial imperialism and the World War I - Versailles order and changes of territories and borders - new political map of the Europe (2 L)</p> <p><u>9<sup>th</sup> week</u>: Global conflicts and totalitarian/autocratic challenges – World wars, the unsuccessful ideas of multi-ethnic and multinational state, and the slow path to modernity and national state (2 L)</p> <p><u>10<sup>th</sup> week</u>: Contemporary changes of territories and borders in multinational states - the Breakup of the USSR, Yugoslavia and Czechoslovakia - new political map of the Europe (2 L)</p> <p><u>11<sup>th</sup> week</u>: Israel's unstable territory and borders in modern history (2 L)</p> <p><u>12<sup>th</sup> week</u>: Jewish-Palestinian conflict and its territorial appearance: from British colonization to EU peace programs (2 L)</p> <p><u>13<sup>th</sup> week</u>: Center, periphery, frontier: the geography of social and economic gaps in Israel (2 L)</p> <p><u>14<sup>th</sup> week</u>: Israel's geography of occupation (1967-) (2 L)</p> <p><u>15<sup>th</sup> week</u>: Shared space, divided space – Israel's fragmented territory (2 L)</p>	
<p>Format of instruction</p>	<p><input checked="" type="checkbox"/> lectures</p> <p><input checked="" type="checkbox"/> seminars and workshops</p> <p><input checked="" type="checkbox"/> exercises</p> <p><input type="checkbox"/> <i>on line</i> in entirety</p> <p><input type="checkbox"/> partial e-learning</p>	<p><input checked="" type="checkbox"/> independent assignments</p> <p><input type="checkbox"/> multimedia</p> <p><input type="checkbox"/> laboratory</p> <p><input type="checkbox"/> work with mentor</p> <p><input type="checkbox"/> (other)</p>

	<input checked="" type="checkbox"/> field work					
Student responsibilities	Attendance in accordance with applicable regulations of Faculty of Humanities and Social Sciences.					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	2	Oral exam	0,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade is the result of class attendance (20%), seminar paper (20%), written exam (40%) and oral exam (20%). The exam in written and oral form assesses the knowledge of students. During the semester students can take two tests and thus be exempted from the written part of the exam at the end of the semester. Grading of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	1) Klemenčić, M. (1993), Croatia – past and present (location, position, territory, borders, regions), Acta Geographica Croatica, 28(1)			0	Internet	
	2) Fuerst-Bjeliš, B., Glamuzina, N. (2021), The historical geography of Croatia: territorial change and cultural landscapes, Springer, Cham			0	Internet	
	3) Perić, I. (1998), A history of the Croats, Center of Technology Transfer, Zagreb			2	-	
	4) Newman, D. (2018). Boundary geopolitics: towards a theory of territorial lines? In H. Van Houtum & E. Berg (Eds.), Routing borders between territories, discourses and practices (pp. 277–291). Routledge.			0	Internet	
	5) Tzfadia, E., & Yacobi, H. (2011). Rethinking Israeli space: Periphery and identity. Rethinking Israeli Space: Periphery and Identity, NY: Routledge.			0	Internet	
	6) Yiftachel, O. (2006). Ethnocracy: Land and Identity Politics in Israel/Palestine. Philadelphia: University of Pennsylvania Press.			0	Internet	
Optional literature (at the time of submission of study programme proposal)	1) Boban, Lj. (1993), Croatian borders: 1918.-1993., Školska knjiga – Croatian Academy of Sciences and Arts, Zagreb 2) Alfasi, N., & Fenster, T. (2005). A tale of two cities: Jerusalem and Tel Aviv in an age of globalization. Cities, 22(5), 351–363. 3) Ben-Porat, G., Levy, Y., Mizrahi, S., Naor, A., & Tzfadia, E. (2008). Israel since 1980. Israel since 1980. <a href="https://doi.org/10.1017/CBO9780511756153">https://doi.org/10.1017/CBO9780511756153</a> 4) Weizman, E. (2007). Hollow Land: Israel's Architecture of Occupation. Political Geography (Vol. 28). Verso. <a href="https://doi.org/10.1016/j.polgeo.2008.10.001">https://doi.org/10.1016/j.polgeo.2008.10.001</a> 5) Zureik, E., Lyon, D., & Abu-Laban, Y. (2010). Surveillance and control in Israel/Palestine: Population, territory and power (Vol. 33). Routledge.					
Quality assurance methods that ensure	The discussion during lectures, consultations, colloquia, written and oral exam.					

the acquisition of exit competences	
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		Challenges of Democracy				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Bruno Ćurko, Ph.D, Assistant Professor	Credits (ECTS)	5			
Associate teachers	Mouli Bentman, Ph.D., Assistant Professor	Type of instruction (number of hours)	P	S	V	T
			30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	In this course, students will consider a sampling of classic and contemporary literature on problems in democratic theory and practice. Students will explore fundamental questions and answers about democratic theory and practice from political and philosophical thinkers, both contemporary and historical. The aim of the course is to get acquainted with the basic theoretical concepts of democracy in order to stimulate critical debate on issues of liberties and equality, the value of democracy, education for democracy, developing democracy in different part of the world, etc. In this context, the aim is to analyses the challenges of democracy in contemporary time. This course will give students the opportunity to think critically about democracy, democratical values and democratically process.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam, the student will be able to: 1) discuss and compare various conceptions of democracy. 2) be able to describe and evaluate the historically most important arguments for and against democracy. 3) analyze theories of democracy 4) understand the historical underpinnings of the democratic concept 5) rethinking developing of democracy from Athenian to contemporary democracy 6) be able to argue for or against democracy 7) analyze the position of democracy in today's world 8) compare different approaches to the idea of democracy 9) critically examine your own views on democracy					
Course content broken down in detail by weekly class schedule (syllabus)	1 <sup>st</sup> week: Why Democracy? 2 <sup>nd</sup> week: Athenian Democracy 3 <sup>rd</sup> week: American Democracy 4 <sup>th</sup> week: Different patterns of democracy in contemporary Europe 5 <sup>th</sup> week: The Historical Roots of Israeli Democracy 6 <sup>th</sup> week: Liberal democracy in Israel today					

	<p>7<sup>th</sup> week: Crisis of liberal democracy                  8<sup>th</sup> week: Development of democracy in Croatia                  9<sup>th</sup> week: Values of Democracy                  10<sup>th</sup> week: Equality and Tolerance                  11<sup>th</sup> week: Democracy and Education (John Dewey)                  12<sup>th</sup> week: Education for Democratic Citizenship                  13<sup>th</sup> week: Civil society and democracy                  14<sup>th</sup> week: Populism and Democracy                  15<sup>th</sup> week: Perspective of Democracy in 21st century</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	The student is required to attend classes regularly, to participate actively in the discussions and hold an essay orally.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay	1	Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students are evaluated for the following elements: essay, reading and interpreting original texts and the level of knowledge displayed at the oral exam. The final grade is derived from class participation, essay, reading of original texts and the oral exam.					
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	1) Grugel, J. and Bishop, M. L. (2013) <i>Democratization: A Critical Introduction</i> , New York: Palgrave Macmillan.			1	/	
	2) Aristotle's The Constitution of Athens (Parts 42-69)			/	<a href="http://classics.mit.edu/Aristotle/athenian_const.mb.txt">http://classics.mit.edu/Aristotle/athenian_const.mb.txt</a>	
	3) Plato's Republic, Book VIII			/	<a href="http://classics.mit.edu/Plato/rep_ublic.html">http://classics.mit.edu/Plato/rep_ublic.html</a>	
	4) Diamond L. 2008. <i>The Spirit of Democracy: The Struggle to Build Free Societies Throughout the World</i> , New York: Times Books.			1	/	



	<p>5) Shapiro, I. Hacker-Cordsn C. (eds.), 1999. <i>Democracy's Values</i>, Cambridge University Press.</p>	<p>1</p>	<p>/</p>
	<p>6) Stasavage, D. 2020. <i>The Decline and Rise of Democracy; A Global History from Antiquity to Today</i>, New Jersey: Princeton University Press</p>	<p>1</p>	<p>/</p>
	<p>7) Dewey, J. 1926. <i>Democracy and Education: An Introduction to the Philosophy of Education</i>. Plain Label Books.</p>	<p>1</p>	<p>/</p>
	<p>8) Beichelt, T. Hahn-Fuhr, I. Schimmelfennig, F. Worschech, S. (eds.) 2014. <i>Challenges to Democracy in the 21st Century</i>, New York: Palgrave Macmillan</p>	<p>1</p>	<p>/</p>
	<p>9) Ercan, S. A. and Gagnon, J.P. 2014. "The Crisis of Democracy. Which Crisis? Which Democracy?" <i>Democratic Theory</i> 1 (2), pp. 1–10</p>	<p>1</p>	<p>/</p>
<p>Optional literature (at the time of submission of study programme proposal)</p>	<p>1) Habermas, J. 2001. "Constitutional Democracy. A Paradoxical Union of Contradictory Principles?" <i>Political Theory</i>, 29 (6) pp. 766-781.</p> <p>2) <i>Documents of American Democracy - A Collection of Essential Works</i>, 2010. (Roger L. Kemp, eds.), North Carolina, and London: McFarland &amp; Company, Inc.</p> <p>3) Reilly, B. 2006. <i>Democracy and Diversity: Political Engineering in the Asia - Pacific (Oxford Studies in Democratization)</i>, New York: Oxford University Press.</p> <p>4) Ulfelder, Jay and Michael Lustik, 2007, "Modelling Transitions to and from Democracy," <i>Democratization</i>, Vol. 14, no. 3: 351-387.</p> <p>5) Dahl, R. A. 2000. "A Democratic Paradox?" <i>Political Science Quarterly</i> 115 (1), pp. 35-40.</p> <p>6) Albertazzi, Daniele and Duncan McDonnell (ed.). 2008. <i>Twenty-First Century Populism: The Spectre of Western European Democracy</i>. New York: Palgrave Macmillan.</p> <p>7) <i>The Democracy Sourcebook</i>. 2003. Edited by Dahl, R.; Shapiro, I. and J. A. Cheibub, Cambridge, Massachusetts London, England: The MIT Press.</p> <p>8) Njoki Nathani Wane 2019. <i>Gender, Democracy and Institutional Development in Africa</i>, Cham: Springer International Publishing; Palgrave Macmillan.</p>		
<p>Quality assurance methods that ensure the</p>	<p>Office hours, class attendance lists, review of notes, active participation in discussions, evaluation of the course and course lecturer at the end of the semester.</p>		



acquisition of exit competences	
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		Comparative Government				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Petar Bačić, Ph.D., Full Professor	Credits (ECTS)	5			
Associate teachers	Željko Radić, Ph.D., Associate Professor	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Comparative study of constitutional systems, government and politics offers special insight into the constitutional structure of different countries as a framework consisting of principles, values and legal norms that enables establishing of effective government. Though it concentrates on analysis of constitutional structure, law and political institutions of Croatia and Israel, this course also offers brief insight into other constitutional systems (United States, United Kingdom, France, European Union), their constitutional history and development, comparison of old and new democracies, and it also covers selected important topics such as constitutional (judicial) review and role of constitutional/supreme courts. The objective of this course is that students get familiar with different structures for organizing governments both on national, as well as on supranational level i.e. the European Union as the organisation sui generis.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students are expected to be able to:  1) Understand the importance of comparative method 2) Understand diverse constitutional systems and organisation of government 3) Explain and evaluate the development and relation of institutions in different systems 4) Compare and contrast different political institutions and how they influence political life in various states 5) Examine case studies in comparative perspective 6) Critically reflect on distinctive features of different political systems					
Course content broken down in detail by	1) Introduction to comparative government and comparative study method – 2L+1S 2) Understanding diverse constitutional systems – 4L+2S 3) Constitutionalism and rule of law – 4L+2S 4) Constitutional and political system of the Republic of Croatia – 4L+2S					

weekly class schedule (syllabus)	5) Constitutional and political system of the State of Israel – 4L+2S 6) The division of power and its application in the United States, United Kingdom and France – 4L+2S 7) The division of power and its application in the European Union – 4L+2S 8) Democracy and courts - study of selected case-law – 4L+2S					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance, active participation in discussions, successful completion of individual and group assignments, preparation and presentation of seminar papers, taking a written/oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		Discussion and elaboration	1
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is the result of class attendance (10%), seminar essay (10%), discussion and elaboration (10%), and written exam (70%), in total, 100 points.  Grades 0-49 % (1); 50 – 60 % (2); 61-75 % (3); 76 – 88 % (4); 89 – 100 % (5)					
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	1) Hirschl Ran, Comparative Matters: The Renaissance of Comparative Constitutional Law, Oxford University Press, Oxford, 2014.			1	/	
	2) Jackson V.C. and Tushnet M., Comparative Constitutional Law (3rd ed.), Foundation Press, New York, 2014.			1	/	
	3) Smerdel B., The Republic of Croatia, in: Besselink L. et al. (eds.), Constitutional Law of the European Union Member States, Kluwer, 2014.			1	/	
	4) Bačić P., Konstitucionalizam i sudski aktivizam, Ustavna demokracija između zahtjeva za			1	/	

	vladavinom većine i protuvećinskog argumenta, Pravni fakultet, Split, 2010.		
Optional literature (at the time of submission of study programme proposal)	1) Collings J., What Shoud Comparative Constitutional History Compare?, University of Illinois Law Review, Vol. 2017, No. 2, p. 475-496. 2) Bačić A. & Bačić P., Demokracija i sudovi, Pravni fakultet, Split, 2010.		
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of tasks; student questionnaire on the quality of teaching and teachers at the Faculty level; passed the fulfillment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		Educational Policies in Europe				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Ivana Batarelo Kokić, Ph.D., Full Professor	Credits (ECTS)	5			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	This course provides the opportunity for students to have a clear understanding of what is policy in education, how to analyse and formulate educational policies, who the key interest groups and stakeholders are in the making of policy, and how policy is implemented and received in schools. The course offers an overview of debates around policy at the level of European Union, the level of international organizations, but also at the national level.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of this course, students will be able to:  Understand different approaches (methodological and conceptual) to policy-oriented inquiry.  Compare alternative conceptualizations of educational policy making.					

	<p>Understand the political complexities of educational policy implementation.</p> <p>Explain the direct and indirect ways in which government action affects the operation of schools and school systems.</p> <p>Describe and analyse networks of educational policy leaders and the roles their organizations play in the transmission, interpretation, and evaluation of educational policy.</p> <p>Identify and problematize issues of values in education policy and educational goals as these are formulated by governments and international organizations.</p> <p>Describe the basic functions of changing education governance in the European Union.</p> <p>Demonstrate knowledge of the trends of educational policy in Croatia, European Union and selected international contexts.</p> <p>Identify and critically evaluate important contemporary policy issues in Croatia and Europe and discuss their implications for schools and students.</p>					
<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<p><u>1<sup>st</sup> week</u>: Introductions; Review of the syllabus; Review of perceptions of policy</p> <p><u>2<sup>nd</sup> week</u>: Framework for analysing the policy process</p> <p><u>3<sup>rd</sup> week</u>: Governmental structure and the development of education</p> <p><u>4<sup>th</sup> week</u>: Government actions and the operation of schools and the school systems</p> <p><u>5<sup>th</sup> week</u>: Educational policy stakeholders</p> <p><u>6<sup>th</sup> week</u>: The political complexities of educational policy implementation</p> <p><u>7<sup>th</sup> week</u>: International context for educational policy</p> <p><u>8<sup>th</sup> week</u>: Midterm exam</p> <p><u>9<sup>th</sup> week</u>: Changing education governance in the European Union</p> <p><u>10<sup>th</sup> week</u>: Mediation of European Union educational policy values in the contexts of education institutions in member states.</p> <p><u>11<sup>th</sup> week</u>: EU policy themes: Teacher education and inclusion practices</p> <p><u>12<sup>th</sup> week</u>: EU policy themes: School marketization and privatization</p> <p><u>13<sup>th</sup> week</u>: EU policy themes: University business cooperation</p> <p><u>14<sup>th</sup> week</u>: EU policy themes: Integrating migrants and refugees</p> <p><u>15<sup>th</sup> week</u>: Final exam</p>					
<p>Format of instruction</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
<p>Student responsibilities</p>	<p>Class attendance (lectures and seminars), class discussions, assigned and recommended readings, assigned tasks related to policy and policy research.</p>					
<p>Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS</p>	<p>Class attendance</p>	<p>1,5</p>	<p>Research</p>	<p>0,5</p>	<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>Discussions</p>	<p>0.5</p>

credits is equal to the ECTS value of the course)	Essay	0.5	Seminar essay		Midterm Exam	1
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The students will be evaluated based on the course attendance and participation in classroom and online assignments and discussions, completion of seminar tasks (seminar essay), midterm exam and final written exam.					
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library*</b>	<b>Availability via other media</b>	
	Fowler, F. (2013). <i>Policy Studies for Educational Leaders. An Introduction</i> . Pearson Education Limited.			0	PDF	
	Bardach, E. (2000). <i>A Practical Guide for Policy Analysis</i> . CQ Press.			0	PDF	
	Volante, L. (Ed.). (2017). <i>The PISA effect on global educational governance</i> . Routledge.			0	PDF	
	Reimers, F., & McGinn, N. F. (1997). <i>Informed dialogue: Using research to shape education policy around the world</i> . Praeger/Greenwood.			0	PDF	
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1) Volante, L., Klinger, D., &amp; Bilgili, O. (2018). <i>Immigrant Student Achievement and Education Policy</i>. Berlin: Springer Verlag.</li> <li>2) Rossano, S., Meerman, A., Kesting, T., &amp; Baaken, T. (2016). The Relevance of Problem-based Learning for Policy Development in University-Business Cooperation. <i>European Journal of Education</i>, 51(1), 40-55.</li> <li>3) Lange, B., &amp; Alexiadou, N. (2007). New forms of European Union governance in the education sector? A preliminary analysis of the Open Method of Coordination. <i>European Educational Research Journal</i>, 6(4), 321-335.</li> <li>4) Batarelo Kokić, I., Vukelić, A., &amp; Ljubić, M. (2010). <i>Mapping policies and practices for the preparation of teachers for inclusive education in contexts of social and cultural diversity–Croatia country report</i>. Turin: European Training Foundation.</li> </ol>					
Quality assurance methods that ensure the acquisition of exit competences	Course attendance, active participation in discussions (f2f and online), seminar paper, consultations, course and teacher evaluation.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		Comparative Art				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Vedran Barbarić Ph.D., Assistant Professor	Credits (ECTS)	5			
Associate teachers	Ivana Prijatelj Pavičić, Ph.D., Full Professor Ivana Čapeta Rakić Ph.D., Associate Professor; Dalibor Prančević Ph.D., Associate Professor; Silva Kalčić Ph.D., Assistant Professor; Ana Torlak, Ph.D., Assistant Professor Shalom Sabar, Ph.D., Full Professor	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Course aims at providing students with the general knowledge of art phenomena, highlighting the key representatives and periods, focusing on most relevant artistic achievements of both Croatian and Jewish art. Students will be presented with comparative phenomena related to Croatian and Jewish art, and gain knowledge of the most relevant topics that characterize both Croatian and Jewish cultures. The art in Croatia will be presented through highly significant and recognizable traces and influences in the Mediterranean and Europe, whereas Jewish life and culture will be presented since late Antiquity to the early Modern era, in particular through major visual monuments of the 17th-18th century.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the exam, students will be able to:  1) name the key elements and episodes of the development of Jewish and Croatian art, 2) compare the circumstances of development of Croatian and Jewish art, 3) identify the main topics that reflect the differences and similarities of Croatian and Jewish art, 4) select key examples for the presentation of Jewish and Croatian art.					
Course content broken down in detail by weekly class schedule (syllabus)	Course gives an overview of the selected Croatian and Jewish artistic phenomena.  •Introduction: objectives of the class (1 hour)  •Croatian Art: Ancient Greek and Roman cities of the eastern Adriatic (2 hours)  •Croatian Art: From the later Antiquity to the early middle ages: The art and its legacy (2 hours)					

	<ul style="list-style-type: none"> <li>•Croatian Art: The protagonists of the art on the Croatian coast (13th to 15th c.) (2 hours)</li> <li>•Croatian Art: Arististic and Political Identity of Schiavone Artists (2 hours)</li> <li>•Santa Croce workshop in the context of the XVIth century Adriatic painting (2 hours)</li> <li>•Croatian Art: Ivan Meštrović and his position in the art history: at the crossroads between political activism and aesthetic contemplation of the sculptural form (2 hours)</li> <li>•Croatian Art: Contemporary Art in Croatia (2 hours)</li> <li>•Jewish Art: The Problem of Jewish Art and the Concept of Hiddur Mitzvah (1 hour)</li> <li>•Jewish Art: The Emergence of Jewish Symbols and Visual Motifs in Late Antiquity (1 hour)</li> <li>•Jewish Art: The Ancient Synagogues of Eretz Israel: Art and Architecture (1 hour)</li> <li>•Jewish Art: Ancient Synagogues and Art in the Diaspora: Rome and Dura Europos (1 hour)</li> <li>•Jewish Art: The Cairo Genizah and the Illumination of Hebrew Manuscripts under Islam (Medieval Egypt and Eretz Israel) (1 hour)</li> <li>•Jewish Art: Jewish Art and Culture in Medieval Spain (1 hour)</li> <li>•Jewish Art: Hebrew Illuminated Manuscript in Medieval Ashkenaz (1 hour)</li> <li>•Jewish Art: The Image of the Jews and Judaism in Medieval Christian Art (1 hour)</li> <li>•Jewish Art: The Influence of the Italian Renaissance on the Art and Culture of the Jews of Italy (1 hour)</li> <li>•Jewish Art: Jewish Art and Culture in Baroque Venice (1 hour)</li> <li>•Jewish Art: The Portuguese Community of Amsterdam during Holland's Golden Age (1 hour)</li> <li>•Jewish Art: The Contents of the Synagogue and Appurtenances of the Torah Scroll among the Jews of Europe and Lands of Islam (1 hour)</li> <li>•Jewish Art: The Jewish Life Cycle in the Art and Tradition of the Communities in the West and the East: Childbirth (1 hour)</li> <li>•Jewish Art: The Jewish Life Cycle in Art and Tradition: Marriage (1 hour)</li> <li>•Jewish Art: The Jewish Year in the Art and Tradition of the Communities in the West and the East: Sabbath (1 hour)</li> </ul>	
<p>Format of instruction</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> lectures</li> <li><input type="checkbox"/> seminars and workshops</li> <li><input type="checkbox"/> exercises</li> <li><input type="checkbox"/> on line in entirety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> independent assignments</li> <li><input type="checkbox"/> multimedia</li> <li><input type="checkbox"/> laboratory</li> <li><input type="checkbox"/> work with mentor</li> </ul>



	<input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> (other)		
Student responsibilities	Class attendance (lectures and seminars), class discussions, assigned and recommended readings, assigned tasks related to policy and policy research.				
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	0,5	Practical training
	Experimental work		Report		(Other)
	Essay		Seminar essay	1	(Other)
	Tests	1	Oral exam		(Other)
	Written exam	1	Project		(Other)
Grading and evaluating student work in class and at the final exam	The students will be evaluated based on the course attendance and participation in classroom and online assignments and discussions, completion of seminar tasks (seminar essay), midterm exam and final written exam.				
Required literature (available in the library and via other media)	<b>Title</b>		<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	1) Norwich, J. J. et al, Croatia. Aspects of Art, Architecture and Cultural Heritage, London, 2009.		1	/	
	2) Cecil Roth, ed., Jewish Art, New York, 1961.		1	/	
Optional literature (at the time of submission of study programme proposal)	Optional literature and reading arranged by lecture topics:  Croatian Art  1) Cambi, N. Antika, chapter: Roman civilization, 323-340., Zagreb 2002. 2) Supičić, I., Croatia in the Early Middle Ages: A Cultural Survey (Croatia & Europe, Culture, Arts & Sciences S.), Philip Wilson Publishers Ltd, 2001. 3) Norwich, J. J. et al, Croatia. Aspects of Art, Architecture and Cultural Heritage, London, 2009. 4) Damianiki, C. 2000. The female Portrait Busts of Francesco Laurana. Vecchiarelli Editor 5) Pope-Hennessy, J. 2000. Italian Renaissance Sculpture. Phaidon 6) Calvilo, C. 2003. Imitation and Invention in the service of Rome: Giulio Clovio's Work for Cardinals 7) Marino Grimani and Alessandro Farnese, doctoral thesis. Baltimore - Maryland: John Hopkins University. 8) Francis L. Richardson, Andrea Schiavone, Oxford Studies in the History of Art and Architecture, Oxford University Press, New York, 1980. 9) Humfrey, P., Altarpiece in Renaissance Venice, Yale University Press, 1993. 10) Robertson, C. 1992. "Il Gran Cardinale". Patron of the Arts. New Haven-Londres 11) Prančević, D. Concept of Gesamtkunstwerk in Ivan Meštrović's oeuvre: at the intersection of art, politics, religion and self-reflection, in: Il Capitale Culturale: Studies on the Value on the Cultural Heritage, No. 16/2017, University of Macerata, pp. 331-359				



- 12) Prančević, D. Sculpture by Ivan Meštrović at the Grafton Galleries in 1917: Critical and Social Contexts, in: *Sculpture Journal*, No. 25/2016., Liverpool University Press, pp. 177-192
- 13) A Little-Known Story about a Movement, a Magazine, and the Computer's Arrival in Art: New Tendencies and Bit International, 1961–1973, Margit Rosen (ed.), ZKM | Center for Art and Media Karlsruhe, The MIT Press, Cambridge, MA, 2011.

#### Jewish Art

- 14) Cecil Roth, "Introduction", in C. Roth, ed. *Jewish Art*, New York, 1961, cols. 18-36.
- 15) Lee I. Levine, "The Emergence of Jewish Art" (chapter from a new book: *Visual Judaism Visual Judaism in Late Antiquity: Historical Contexts of Jewish Art*, New Haven, 2012).
- 16) Asher Ovadiah, "Art of the Ancient Synagogues in Israel," in Dan Urman, ed. *Ancient Synagogues: Historical Analysis and Archaeological Discovery*, Leiden, 1995, Vol. 2, pp. 301-318.
- 17) Rachel Hachlili, "The Zodiac in Ancient Jewish Art: Representation and Significance," *Bulletin of the American Schools of Oriental Research*, 228, 1977, pp. 61-77.
- 18) Archer St. Clair, "God's House of Peace in Paradise: the Feast of Tabernacles on a Jewish gold Glass," *Journal of Jewish Art* 11 (1985), pp. 6-15.
- 19) Joseph Gutmann, ed. *The Dura Europos Synagogue: A Re-evaluation (1932-1992)*, Atlanta, 1992 (esp. pp. ix-xi; 137-154).
- 20) Shalom Sabar, "The Purim Panel at Dura: A Socio-Historical Interpretation," in *From Dura to Sepphoris: Studies in Jewish Art and Society in Late Antiquity*, eds. L. I. Levine and Z. Weiss, Portsmouth, 2000, pp. 154-163.
- 21) Bezalel Narkiss, *Hebrew Illuminated Manuscripts*, Jerusalem, 1974, pp. 13-21.
- 22) Joseph Gutmann, *Hebrew Manuscript Painting*, New York, 1978, pp. 8-17 pls. 1-2;
- 23) Narkiss, *Hebrew Illuminated Manuscripts*, pp. 21-28.
- 24) Gutmann, *Hebrew Manuscript Painting*, pp. 17-21.
- 25) Cecil Roth, *Introduction to the facsimile of the Sarajevo Haggadah*, [Beograd] : Jugoslavija, 1975.
- 26) Narkiss, *Hebrew Illuminated Manuscripts*, pp. 29-36.
- 27) Gutmann, *Hebrew Manuscript Painting*, pp. 21-27.
- 28) Narkiss and Aliza Cohen-Mushlin "The Illumination of the Worms Mahzor" [[http://www.jnul.huji.ac.il/dl/mss/worms/art\\_eng.html](http://www.jnul.huji.ac.il/dl/mss/worms/art_eng.html)]
- 29) Ruth Mellinkoff, "Cain and the Jews," *Journal of Jewish Art* 6 (1979), 16-38.
- 30) Heinz Schreckenberg, *The Jews in Christian Art: An Illustrated History*, New York : Continuum, 1996. (Pictures source and brief readings)
- 31) Evelyn Cohen, *Hebrew Illuminated Manuscripts from Italy*, in Vivian B. Mann, ed. *Gardens and Ghettos: The Art of Jewish Life in Italy*, Exhibition Catalogue, The Jewish Museum, New York 1989, pp. 93-109.
- 32) Mordechai Narkiss, "A Silver Niello Casket from the Fifteenth Century in Italy," *Journal of the Warburg and Courtauld Institutes*, 21, 1958, pp. 288-295.

	<p>33) Roberta Curiel and Bernard D. Cooperman, <i>The Venetian Ghetto</i>, New York, 1990.</p> <p>34) Shalom Sabar, "The Beginnings of Ketubah Decoration in Italy: Venice in the Late Sixteenth to the Early Seventeenth Centuries," <i>Jewish Art</i>, 12/13, 1987, pp. 96-110.</p> <p>35) Simon Schama, "A Different Jerusalem: The Jews in Rembrandt's Amsterdam," in S.L. Morgenstein and R.L. Levine, <i>The Jews in the Age of Rembrandt</i>, Exhibition catalog, Rockville, MD, 1981-82, pp. 3-17.</p> <p>36) Shalom Sabar, "Between Calvinists and Jews: Hebrew script in Rembrandt's Art, <i>Beyond the Yellow Badge: Anti-Judaism and Antisemitism in Medieval and Early Modern Visual Culture</i>, ed. Mitchell B. Merback, Leiden, 2008, pp. 371-404.</p> <p>37) Joseph Gutmann, <i>The Jewish Sanctuary</i> ("Iconography of Religions", XXIII, 1), Leiden, 1983, pp. 1-22.</p> <p>38) Aiala Feller, "'Purim of Saragossa' and its Implications on the Sephardi Method of Dressing the Torah Scroll," <i>Jewish Art</i>, 18, 1992, pp. 78-85.</p> <p>39) Shalom Sabar, "Childbirth and Magic: Jewish Folklore and Material Culture," in David Biale, ed., <i>Cultures of the Jews: A New History</i>, New York, 2002, pp. 670-722.</p> <p>40) Joseph Gutmann, "Jewish Medieval Customs in Art: Creativity and Adaptation," in <i>The Jewish Family: Metaphor and Memory</i>, ed. D. Kraemer, Oxford, 1989, pp. 47-62.</p> <p>41) Isaiah Shachar, <i>The Jewish Year</i> ("Iconography of Religions", XXIII, 3), Leiden, 1975, pp. 1-21.</p>
Quality assurance methods that ensure the acquisition of exit competences	Course attendance, active participation in discussions (f2f and online), seminar paper, consultations, course and teacher evaluation.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	Literature and Identity					
Code		Year of study	1 <sup>st</sup>			
Course teacher	Gordana Galić Kakkonen, Ph.D., Associate Professor	Credits (ECTS)	5			
Associate teachers	Nikica Mihaljević, Ph.D., Associate Professor Lucijana Armanda Šundov, Ph.D., Assistant Professor	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Students will learn to identify, analyze and interpret key points in the history of Croatian literature that have influenced the formation of the literary canon, with					

	<p>reference to its positioning within European literary, linguistic, and cultural currents from the Middle Ages to the modern times, and which have functioned as cultural capital in creating the idea and awareness of national identity.</p>
<p>Course enrolment requirements and entry competences required for the course</p>	<p>No admission requirements.                  Entrance competencies:                  - reading in English language                  - basic computer literacy                  .</p>
<p>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Upon the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the main points in the history of Croatian literature that have guided and constructed the idea of “national” as one of the basic identity determinants;</li> <li>• Understand Croatian literary, linguistic and cultural specifics;</li> <li>• Detect the main trends and directions of the relationship between Croatian and European literary and cultural heritage, with particular emphasis on the Mediterranean and Central European components;</li> <li>• Analyze and explain the importance of translation, literary journals, libraries, and publishing, as well as new media in the creation, affirmation, and promotion of national, artistic, and intellectual ideas.</li> </ul>
<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1) Croatia and Europe: a dream of the West. Mediterranean, Central Europe, Balkans. Centers and margins. (3L+2S)</p> <p>2) Literary beginnings: Croatian-Glagolitic component of the Croatian Middle Ages. Triliteracy and trilingualism of the Croatian Middle Ages. Towards Croatian and European Humanism. Croatia in the period from 1500 to 1800: an era of wars, religious turmoil, and new discoveries; development of literature in the national language. Croatian renaissance and baroque writers in the European context (Marulić, Držić, Gundulić). (3L+2S)</p> <p>3) Dalmatia as seen by foreigners. 'Adriaticness' as an important source of Croatian literature and culture. Dalmatia after the end of the Venetian rule and during the Napoleonic wars. Italian-Croatian relations in the first half of the 19th century; the influences of romanticism in Italy on native writers during the 19th century; the development of romanticism in Dalmatia and its specificities. (4L+1S)</p> <p>4) Morlachism; Morlachs and the importance of Morlach oral literature in the literature of 18th and 19th century writers (Fortis, Stratico, Kažotić). Development of printing and publishing activities in Dalmatia (printing house Battara, Demarchi, Artale); journals in Croatian and Italian (Il Regio Dalmata / Kraglski Dalmatin); characteristics of the Croatian National Revival in Dalmatia. (4L+2S)</p> <p>5) 19th Century: National movements in Europe and the Illyrian Revival Movement; formation of nation and identity; the link between cultural-political writings, languages, and literature. Theatre and drama. Magazines, salons, and cafes as spaces of cultural dialogue. Periphery / center relationship: Zagreb-Vienna-Budapest. Travelogue as an ethnological and imagological study (Antun Nemčić and Matija Mažuranić). (4L+2S)</p>

	<p>6) Question of canon and formation of literary canon. Western canon - Croatian canon and canonical writers. The distinctive features and idea of Croatian literary history and the history/histories of Croatian literature. M. J. Zagorka and her subversive criticism of society - the first female journalist in Southeast Europe (feminism, politics, literature). Ivana Brlić Mažuranić - world fame, fairy tales and the idea of the nation. (4L+2S)</p> <p>7) History of printing, books and reading in Croatia. Social, cultural, political, and economic status of the book. Publishing houses, bookshops, and libraries. Cultural politics and marketing: anthologies of Croatian literature, school programs, book presentations, book awards, book fairs, grants for writers, round table discussions, conferences, etc. (4L+2S)</p> <p>8) Literature and geopolitics. Socialism, war, transition, identity politics, globalization: transformations of the nation. 21st century cultural policies - Croatia and Europe. Contemporary Croatian literature and current trends in literature. Croatian literature in translation. (4L+2S)</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In addition to active participation in lectures and seminars, students' level of content acquisition will be reflected in the composition and presentation of a seminar essay, which includes thorough knowledge of literature relevant for the course as well as critical and analytical approach to the subject matter. In order to meet all requirements for the lecturer's signature and the final, written examination, the students need to attend class regularly, and give an oral presentation of their seminar essay that will also have to be turned in written form by the end of the semester. Depending on the number of students in each seminar group and the dynamic of group work, individual seminar essays can also be replaced with a single group project.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	1	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is based on the following criteria: 1) Monitoring of students' participation in lectures and seminars;					

	<p>2) Written exam. Students need to display an analytical and critical approach to the subject matter and appropriate understanding of the required and additional literature.</p> <p>3) Seminar essay in which students need to display a command of the subject matter, show research initiative and competence on the level of content and form.</p>		
<p>Required literature (available in the library and via other media)</p>	<p><b>Title</b></p>	<p><b>Number of copies in the library</b></p>	<p><b>Availability via other media</b></p>
	<p>1) Cooper, H. R. (ed.). (2011). <i>An Anthology of Croatian Literature</i>. Bloomington, Indiana: Slavica Pub.</p>	<p>1</p>	<p>/</p>
	<p>2) Katičić, R. i Novak, S. P. (1989). <i>Two Thousand Years of Writing in Croatia</i>. Sveučilišna naklada Liber: Zagreb (English edition published in cooperation with the Croatian-Canadian Business Association, Toronto).</p>	<p>1</p>	<p>/</p>
<p>Optional literature (at the time of submission of study program proposal)</p>	<p>1) Anderson, B. (1991). <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. New York: Verso.</p> <p>2) Bamberg, M. (2013). "Identity and Narration", Paragraph 3. In: Hühn, Peter et al. (eds.): <i>The Living Handbook of Narratology</i>. Hamburg: Hamburg University. URL = <a href="http://www.lhn.uni-hamburg.de/article/identity-and-narration">http://www.lhn.uni-hamburg.de/article/identity-and-narration</a> [view date:12 Feb 2019].</p> <p>3) Beker, M. and Hercigonja, E. (eds.). (1981). <i>Comparative studies in Croatian Literature</i>. Zagreb: Zavod za znanost i književnost Filozofskog fakulteta u Zagrebu.</p> <p>4) Beller, M. and Leerssen, J. T. (eds.). (2007). <i>Imagology: The Cultural Construction and Literary Representation of National Characters: a Critical Survey</i>. Amsterdam/New York: Rodopi.</p> <p>5) Birnbaum, H. (1996). How Did Glagolitic Writing Reach the Coastal Regions of North-western Croatia? <i>Croatica</i> 42–44: 69 –79.</p> <p>6) Birnbaum, M. (1985). <i>Humanists in a shattered world: Croatian and Hungarian Latinity in the sixteenth century</i>. Columbus, Ohio: Slavica Publishers.</p> <p>7) Bloom, H. (1994). <i>The Western Canon: The Books and School of the Ages</i>. New York: Harcourt Brace.</p> <p>8) Božanić, J. (2004). Semiotic analysis of the oral stories from the island of Vis. In: R. Marcet, C. A. Brebbia, J. Olivella (ed.). <i>Maritime Heritage and Modern Ports</i> (pp. 93-102). Southampton, Boston: WIT Press</p> <p>9) Braudel, F. (1996). <i>The Mediterranean and the Mediterranean World in the Age of Philip II, Vol. 1</i>. Berkley/Los Angeles: University of California Press.</p>		

- 10) Bubrin, V. and Grubišić, V. (eds.). (2015). *The Glory and Fame/Dike ter hvaljen'ja*. New York: Hrvatska Akademija Amerike/Croatian Academy of America.
- 11) Bundy, F. J. (1987). *The Administration of the Illyrian Provinces of the French Empire: 1809–1813*. New York–London: Garland Pub.
- 12) Burke, P. (1998). *The European Renaissance. Centers and Peripheries*. Oxford UK/Cambridge MA: Blackwell Publishers.
- 13) Casanova, P. (2004). *The World Republic of Letters*. Cambridge, Massachusetts/ London, England: Harvard University Press.
- 14) Chartier, R. (1995). *Forms and Meanings: Text, Performances, and Audiences from Codex to Computer*. Philadelphia: University of Pennsylvania Press.
- 15) Cornis-Pope, M. and Neubauer, J. (eds.). (2004, 2006, 2007, 2010) *History of the Literary Cultures of East-Central Europe*, vol. I, II, III, IV. John Benjamins B.V. / Association Internationale de Littérature Comparée.
- 16) Dalbello, M. (1: 2003). "Architectures of Knowledge and Literary Tradition: A History of the Almanac in Croatia." *Slavic and East European Information Resources* 4, 25–74.
- 17) Dalbello, M. (2005). "Print culture in Croatia: the canon and the borderlands." *Vjesnik bibliotekara Hrvatske* 48, 3–4, XLVII–LII.
- 18) Dijk, N. (1999). "Research into Canon Formation: Nationalism, Literature, and an Institutional Point of View." *Poetics Today* 20:1, 121–132.
- 19) Eagleton, T. (2000). *The Idea of Culture*. Oxford, UK/Malden, MA, USA: Blackwell Publishing.
- 20) Franolić, B. and Žagar, M. (2008). *An Historical Outline of Literary Croatian/ The glagolitic heritage of Croatian culture*. Zagreb: Erasmus Publisher; London: Croatian Students and Young Professionals Network.
- 21) Gortan, V. and Vratović, V. (1971). "The Basic Characteristics of Croatian Latinity." *Humanistica Lovaniensa* XX, 37–68.
- 22) Gullino, G. (2007). "Different peoples of the East Adriatic: The point of view of the Venetian patricians (18th century)." E. Ivetić & D. Roksandić (eds.), *Tolerance and intolerance in Triplex Continuum: Approaching the «other» on the borderlands Eastern Adriatic and beyond 1500-1800*. Padova: Cleup, 153-161.
- 23) Hroch, M. (1985). *Social Preconditions of National Revival in Europe*. New York: Columbia University Press.
- 24) Humlebæk, C. (2018). "National Identities: Temporality and Narration." *Genealogy*, 2, 36.  
[https://www.researchgate.net/publication/327796372\\_National\\_Identities\\_Temporality\\_and\\_Narration](https://www.researchgate.net/publication/327796372_National_Identities_Temporality_and_Narration)

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- 26) Klobucka, A. (1997). "Theorizing the European Periphery." *Symploke* 5,1,119–135.
- 27) Lakuš, J. (2008). "Reading Societies and their Social Exclusivity: Dalmatia in the First Half of the 19th Century." *Libellarium: journal for the research of writing, books, and cultural heritage institutions* 1, 1, 51-74. <http://www.libellarium.org/index.php/libellarium/article/view/94>
- 28) Le Goff, J. (2005). *The Birth of Europe*. Oxford, UK/Malden, MA, USA: Blackwell Publishing.
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- 30) Matvejević, P. (1999). *Mediterranean: A Cultural Landscape*. Berkeley, CA, USA: University of California Press.
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- 33) Miletich, J. S. (2009). *Love Lyric And Other Poems Of The Croatian Renaissance*.
- 34) Bloomington, Indiana: Slavica Pub.
- 35) Mišćević, N. (ed.). (1960 –). *Journal of Croatian Studies. Annual Review of the Croatian Academy of America*.
- 36) Mønnesland, S. (2011). *Dalmacija očima stranaca / Dalmatia through foreign eyes*. Zagreb: Fidipid.
- 37) Morin, E. (1997). *Concept of Europe*. Teaneck, NJ, USA: Holmes & Meier Publishing.
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- 39) Škvorc, B. (ed.) (2005). *When a Man Gets Terribly Frightened. A Selection of Contemporary Croatian Short Story*. Zagreb, Croatia and Sydney, Australia: Naklada MD, Zagreb and Croatian Studies Centre Macquarie University.
- 40) Todorova, M. (2009). *Imagining the Balkans*. Oxford: Oxford University Press.
- 41) Trkulja, I. (2019). "On (In)Definite Topography: National Identity and European and Regional Imaginaries in the Post-1989 Croatian Literary Narratives." *Geopolitics* 4, 3. <https://doi.org/10.1080/14650045.2019.1566222>
- 42) West, R. (2007). *Black Lamb and Grey Falcon*. New York/London: Penguin Books.



	43) Wolff, L. (2003). <i>Venice and the Slavs of Dalmatia: The drama of the Adriatic Empire in the Venetian Enlightenment</i> . Stanford: Stanford University Press.
Quality assurance methods that ensure the acquisition of exit competences	Student evaluations, student consultations, exchange of experiences within and outside of the Department, discussion during lectures.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		Cyber Security				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Tonći Prodan, Ph.D., Assistant Professor	Credits (ECTS)	5			
Associate teachers	Josip Kasum, Ph.D., Distinguished Professor	Type of instruction (number of hours)	L	S	E	F
	Damir Mihanović, Ph.D., Assistant Professor		30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	As modern society is more and more digitized and technologically advanced, there are growing security threats coming from cyberspace. Accordingly, students will be introduced to the basic concepts of cyber security, its history, the role of the state in combating cyber attacks and threats which threaten specific sectors (eg financial, critical infrastructure). Also, the aim of the course is to understand the role of cyber warfare and terrorism, and to understand disinformation, misinformation and malinformation. Special attention will be paid to the development and writing of cyber security plans/strategies and human (insider) threat factors.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students are expected to be able to:  <ol style="list-style-type: none"> <li>1) Understand the basic concepts and history of cyber security.</li> <li>2) Distinguish types of cyber attacks.</li> <li>3) Understand the role of the state and other political communities in the fight against cyber attacks.</li> <li>4) Understand the impact of cyber attacks on different business-operational sectors.</li> <li>5) Distinguish between cyber terrorism, warfare and hybrid conflicts.</li> <li>6) Understand the psychological effect of cybersecurity.</li> </ol>					

	<p>7) Distinguish misinformation, misinformation and malinformation.              8) Create a cyber security plan and/or strategy.              9) Identifying internal threats related to cyber security.</p>					
<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<p><u>1st week</u>: Basic concepts of cyber security  <u>2nd week</u>: History of cyber security  <u>3rd week</u>: Croatian National Cyber Security Strategy and protection of democracy in cyberspace  <u>4th week</u>: Types of cyber attacks  <u>5th week</u>: The European Union in the fight against cyber attacks  <u>6th week</u>: The economic impact of cybercrime  <u>7th week</u>: Cyber security of the banking and financial sector  <u>8th week</u>: Cyber security of private enterprise and intellectual property  <u>9th week</u>: Cyber terrorism, cyber warfare and hybrid conflicts  <u>10th week</u>: Writing a cybersecurity plan / strategy  <u>11th week</u>: Socio-psychological impact of cyber attacks  <u>12th week</u>: Security awareness, human factor and internal threats in relation to cyber security  <u>13th week</u>: Cyber security in maritime domain - ships, ports, underwater infrastructure, scientific and professional research  <u>14th week</u>: Misinformation, misinformation and malinformation in cyberspace  <u>15th week</u>: Risk management in cyberspace</p>					
<p>Format of instruction</p>	<p><input checked="" type="checkbox"/> lectures  <input type="checkbox"/> seminars and workshops  <input checked="" type="checkbox"/> exercises  <input type="checkbox"/> <i>on line</i> in entirety  <input type="checkbox"/> partial e-learning  <input type="checkbox"/> field work</p>		<p><input checked="" type="checkbox"/> independent assignments  <input checked="" type="checkbox"/> multimedia  <input type="checkbox"/> laboratory  <input type="checkbox"/> work with mentor  <input type="checkbox"/> (other)</p>			
<p>Student responsibilities</p>	<p>Regular class attendance, active participation in discussions, successful completion of individual and group assignments, preparation and presentation of seminar papers, taking a oral exam.</p>					
<p>Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<p>Class attendance</p>	<p>1,5</p>	<p>Research</p>		<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>(Other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>	<p>1,5</p>	<p>(Other)</p>	
	<p>Tests</p>		<p>Oral exam</p>	<p>2</p>	<p>(Other)</p>	
	<p>Written exam</p>		<p>Project</p>		<p>(Other)</p>	
<p>Grading and evaluating student work in class and at the final exam</p>	<p>Final grade is the result of class attendance and completion of in-class activities (10%), seminar paper (30%) and oral exam (60%)               Grading of individual elements can be found in the course repository.</p>					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1) Brooks, C. J., Grow, C., Craig, P., Short, D.: Cybersecurity Essentials 1st Edition, Sybex, 2018., <a href="https://www.wiley.com/en-us/Cybersecurity+Essentials-p-9781119362395">https://www.wiley.com/en-us/Cybersecurity+Essentials-p-9781119362395</a>	/	Yes
	2) Nacionalna strategija kibernetičke sigurnosti, (Narodne Novine 108/2015), Zagreb, 7. listopada 2015. <a href="https://www.uvns.hr/UserDocsImages/dokumenti/Nacionalna%20strategija%20kiberneticke%20sigurnosti%20(2015.).pdf">https://www.uvns.hr/UserDocsImages/dokumenti/Nacionalna%20strategija%20kiberneticke%20sigurnosti%20(2015.).pdf</a>	/	Yes
	3) Common Cyber Attacks, UK Government, 2015. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/400106/Common_Cyber_Attacks-Reducing_The_Impact.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/400106/Common_Cyber_Attacks-Reducing_The_Impact.pdf</a>	/	Yes
	4) Guide to Developing a Cyber Security and Risk Mitigation Plan, Cooperative Research Network, Sjedinjene Američke Države, Virginia, 2011. <a href="https://www.cooperative.com/programs-services/bts/documents/guide-cybersecurity-mitigation-plan.pdf">https://www.cooperative.com/programs-services/bts/documents/guide-cybersecurity-mitigation-plan.pdf</a>	/	Yes
Optional literature (at the time of submission of study programme proposal)	<p>1) Business Management and Cybersecurity, NTT Corporation, <a href="https://www.ntt.co.jp/topics_e/CfBE2018/img/201803_Business_Management_and_Cybersecurity.pdf">https://www.ntt.co.jp/topics_e/CfBE2018/img/201803_Business_Management_and_Cybersecurity.pdf</a></p> <p>2) Cyberrisk in banking A review of the key industry threats and responses ahead, IF Consultants <a href="http://www.ifconsultants.org/whitepapers/cyberrisk-in-banking-106605.pdf">http://www.ifconsultants.org/whitepapers/cyberrisk-in-banking-106605.pdf</a></p> <p>3) Chadd, K.: The history of cybersecurity, AVAST, 2020. <a href="https://blog.avast.com/history-of-cybersecurity-avast">https://blog.avast.com/history-of-cybersecurity-avast</a></p> <p>4) Lewis, J.: Economic Impact of Cybercrime—No Slowing Down, McAfee, 2018. <a href="https://csis-website-prod.s3.amazonaws.com/s3fs-public/publication/economic-impact-cybercrime.pdf">https://csis-website-prod.s3.amazonaws.com/s3fs-public/publication/economic-impact-cybercrime.pdf</a></p> <p>5) Theohary, C. A., Rollins, W.: Cyberwarfare and Cyberterrorism: In Brief, <a href="https://fas.org/sqp/crs/natsec/R43955.pdf">https://fas.org/sqp/crs/natsec/R43955.pdf</a></p> <p>6) Bieda, D., Halawi, L.: Cyberspace: A Venue for Terrorism, Catherine A. Theohary, John W. Rollins, Congressional Research Service, 2015. <a href="https://commons.erau.edu/cgi/viewcontent.cgi?article=1348&amp;context=publication">https://commons.erau.edu/cgi/viewcontent.cgi?article=1348&amp;context=publication</a></p>		

- 7) Barker, J.: The Human Nature of Cybersecurity, *EDUCAUSE Review* 54, br. 2, 2019. <https://er.educause.edu/articles/2019/5/the-human-nature-of-cybersecurity>
- 8) Bada, M., Nurse, J. R. C.: The Social and Psychological Impact of Cyber-Attacks, Benson & McAlaney (2019/20) *Emerging Cyber Threats and Cognitive Vulnerabilities*, Academic Press, 2019. <https://arxiv.org/ftp/arxiv/papers/1909/1909.13256.pdf>
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- 10) Halbert, D.: Intellectual property theft and national security: Agendas and assumptions, *The Information Society*, Routledge, vol. 32, br. 4, str. 256. – 268., 2016. [https://www.ipeg.com/wp-content/uploads/2019/04/Intellectual-property-theft-and-national-security-Agendas-and-assumptions\\_Halbert.pdf](https://www.ipeg.com/wp-content/uploads/2019/04/Intellectual-property-theft-and-national-security-Agendas-and-assumptions_Halbert.pdf)
- 11) Caramancion, K. M.: An Exploration of Disinformation as a Cybersecurity Threat, 2020 3rd International Conference on Information and Computer Technologies (ICICT), 2020. <https://ieeexplore.ieee.org/abstract/document/9092330>
- 12) Bund, J.: Cybersecurity and Democracy: Hacking, Leaking and Voting, European Union Institute for Security Studies, 2016. <https://www.iss.europa.eu/content/cybersecurity-and-democracy-hacking-leaking-and-voting>
- 13) Van der Staak, S., Wolf, P.: Cybersecurity in Elections, The International Institute for Democracy and Electoral Assistance, 2019. <https://www.idea.int/sites/default/files/publications/cybersecurity-in-elections-models-of-interagency-collaboration.pdf>
- 14) Schreier, F.: On Cyberwarfare, DCAF HORIZON 2015 Working Paper br. 7, 2015. <https://www.dcaf.ch/sites/default/files/publications/documents/OnCyberwarfare-Schreier.pdf>
- 15) Cybersecurity Strategy Development Guide, National Association of Regulatory Utility Commissioners, Sjedinjene Američke Države, 2018. <https://pubs.naruc.org/pub/8C1D5CDD-A2C8-DA11-6DF8-FCC89B5A3204>
- 16) Cybersecurity Risk Management, Azeus Convene, Azeus Systems Limited, 2018. <https://www.azeusconvene.com/wp-content/uploads/white-papers/Cybersecurity-Risk-Management.pdf>
- 17) Are you prepared for global risk?, Chartered Global Management Accountant, 2017. <https://www.cgma.org/content/dam/cgma/resources/tools/downloadabledocuments/cgma-cybersecurity-tool.pdf>
- 18) The Human Factor in IT Security: How Employees are Making Businesses Vulnerable from Within, Kaspersky, <https://www.kaspersky.com/blog/the-human-factor-in-it-security/>

	<p>19) Ritchie, R.: Human factors in cyber-security: nine facets of insider threat, Rae Ritchie, 2019. <a href="https://www.i-cio.com/management/insight/item/human-factors-in-cyber-security-nine-aspects-of-insider-threat">https://www.i-cio.com/management/insight/item/human-factors-in-cyber-security-nine-aspects-of-insider-threat</a></p> <p>20) Cybersecurity – the Human Factor, FISSEA, Federal Information Systems Security Educators Association, <a href="https://csrc.nist.gov/CSRC/media/Events/FISSEA-30th-Annual-Conference/documents/FISSEA2017_Witkowski_Benczik_Jarrin_Walker_Materials_Final.pdf">https://csrc.nist.gov/CSRC/media/Events/FISSEA-30th-Annual-Conference/documents/FISSEA2017_Witkowski_Benczik_Jarrin_Walker_Materials_Final.pdf</a></p> <p>21) Saxena, N. i drugi Impact and Key Challenges of Insider Threats on Organizations and Critical Businesses, Electronics, 2020. <a href="https://www.mdpi.com/2079-9292/9/9/1460/pdf">https://www.mdpi.com/2079-9292/9/9/1460/pdf</a></p>
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of tasks; passed exam and the fulfillment of other obligations prescribed by the syllabus; individual consultations.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		Croatian-Israeli Relationship				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Dragan Primorac, M.D., Ph.D., Full Professor	Credits (ECTS)	5			
Associate teachers	Illan Mor, Israeli Ambassador	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The primary objective of the course is to provide a short historical survey of Croatian-Israeli relationship. The course shall focus on emphasizing some past challenges and emphasize the strongest points of mutual cooperation, as well as future perspectives and options in the attempt to further consolidate the bilateral relations.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of	Upon completion of the course students are expected to be able to:  1) Gain theoretical knowledge and analyze relevant elements, strong and weak points.					

<p>the course (4 to 10 learning outcomes)</p>	<p>2) Autonomously make the SWOT analyses, and emphasize comparative advantages.                  3) Use arguments to explain the point of view and participate in debates.                  4) Demonstrate understanding of ideas and course concepts.                  5) Express standpoints autonomously, and draw conclusions.</p>					
<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1st week: Foundations of the Croatian-Israel partnership. 3L+1S                  2nd and 3rd week: Demographics, national security and politics in Israel and Croatia. 4L+2S                  4th and 5th week: Political cooperation between Israel and Croatia. 4L+2S                  6th and 7th week: Aspects of economic cooperation between Israel and Croatia. 4L+2S                  8th and 9th week: Aspects of scientific cooperation between Israel and Croatia. 4L+2S                  10th and 11th week: The future of Croatia-Israel strategic partnership. 4L+2S                  12th and 13th week: Joint attitude towards success - Connecting global minds 4L+2S                  14th and 15th week: New generation that holds the key to Israel's and Croatia's future. 3L+2S</p>					
<p>Format of instruction</p>	<p><input checked="" type="checkbox"/> lectures  <input checked="" type="checkbox"/> seminars and workshops  <input type="checkbox"/> exercises  <input type="checkbox"/> <i>on line</i> in entirety  <input type="checkbox"/> partial e-learning  <input type="checkbox"/> field work</p>			<p><input type="checkbox"/> independent assignments  <input type="checkbox"/> multimedia  <input type="checkbox"/> laboratory  <input type="checkbox"/> work with mentor  <input type="checkbox"/> (other)</p>		
<p>Student responsibilities</p>	<ul style="list-style-type: none"> <li>- Act in accordance with ethical and scientific principles</li> <li>- Participate and perform tasks (curricular and extracurricular) and activities that enable the acquisition of learning outcomes (75%)</li> <li>- Draft a seminar paper pursuant to the criteria and instructions by the teacher</li> <li>- Inform oneself about the unattended classes either during consultation hours or with other students</li> <li>- Pass written / oral exam / project-based exam</li> <li>- Respect the timeframe of the course activities</li> <li>- Timely and correctly perform individual tasks</li> </ul>					
<p>Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<p>Class attendance</p>	<p>1,5</p>	<p>Research</p>	<p>1,5</p>	<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>(Other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>	<p>2</p>	<p>(Other)</p>	
	<p>Tests</p>		<p>Oral exam</p>		<p>(Other)</p>	
	<p>Written exam</p>		<p>Project</p>		<p>(Other)</p>	
<p>Grading and evaluating student work in class and at the final exam</p>	<p>Pursuant to the learning outcomes and responsibilities of students, the final evaluation will result in an adequate grade. The grading system consists of the following elements:</p> <p>1) Class attendance – 40%</p>					

	2) Drafted and successfully presented seminar paper, based on teacher's instructions – 40% 3) Independent research – 10% 4) Classroom activities, participation in debates during classes and seminars – 10%  <i>Evaluation and grading criteria of individual elements are described in the document uploaded in the course repository.</i>															
Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies in the library</th> <th>Availability via other media</th> </tr> </thead> <tbody> <tr> <td>1) Start-Up Nation: The Story of Israel's Economic Miracle by Saul Singer, Dan Senor. Random House Publishing Group, 2009.</td> <td>/</td> <td>Yes</td> </tr> <tr> <td>2) The Israeli Century: How the Zionist Revolution Changed History and Reinvented Judaism by Yossi Shain. Wicked Son, 2021.</td> <td>/</td> <td>Yes</td> </tr> <tr> <td>3) "No Room for Small Dreams: Courage, Imagination, and the Making of Modern Israel" by Shimon Peres. HarperCollins, 2017.</td> <td>/</td> <td>Yes</td> </tr> <tr> <td>4) The Case for Israel by Alan M. Dershowitz. Wiley, 2011.</td> <td>/</td> <td>Yes</td> </tr> </tbody> </table>	Title	Number of copies in the library	Availability via other media	1) Start-Up Nation: The Story of Israel's Economic Miracle by Saul Singer, Dan Senor. Random House Publishing Group, 2009.	/	Yes	2) The Israeli Century: How the Zionist Revolution Changed History and Reinvented Judaism by Yossi Shain. Wicked Son, 2021.	/	Yes	3) "No Room for Small Dreams: Courage, Imagination, and the Making of Modern Israel" by Shimon Peres. HarperCollins, 2017.	/	Yes	4) The Case for Israel by Alan M. Dershowitz. Wiley, 2011.	/	Yes
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	3) "No Room for Small Dreams: Courage, Imagination, and the Making of Modern Israel" by Shimon Peres. HarperCollins, 2017.	/	Yes													
4) The Case for Israel by Alan M. Dershowitz. Wiley, 2011.	/	Yes														
Optional literature (at the time of submission of study programme proposal)	1) Paths of the Righteous: Stories of Heroism, Humanity and Hope by Ari Mittleman. Gefen Publishing House, 2021.															
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- Class attendance, class activity, successfully completing tasks</li> <li>- Student questionnaire on the quality of teaching and teachers at the university level</li> <li>- Passed exam and the fulfillment of the other obligations prescribed by the syllabus</li> <li>- Individual consultations</li> <li>- Students' self-assessment of the learning outcomes they achieved</li> <li>- Collaborative assessment of the implementation and quality of the teaching process</li> </ul>															
Other (as the proposer wishes to add)	/															

<b>NAME OF THE COURSE</b>		<b>Social Crossroads in Film</b>	
<b>Code</b>		<b>Year of study</b>	1 <sup>st</sup>
<b>Course teacher</b>	Brian Willems, Ph. D., Associate Professor	<b>Credits (ECTS)</b>	5



Associate teachers	Srećko Jurišić, Ph. D., Associate Professor Dan Oki (Slobodan Jokić), Ph.D., full professor art.	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
<b>COURSE DESCRIPTION</b>						
Course objectives	Students will gain an understanding of the social and political contexts and challenges for South-East European film with a Croatian focus and Middle Eastern film with an Israeli focus. Starting with the early history of film and moving into the present, topics such as idealism, populism, aesthetics, liberation, and trauma are presented in both their local and international contexts. Through class discussions, lectures, films, seminars and a writing project students will gain the competencies to express their knowledge and opinions regarding many of the most important topics of European, Middle Eastern, Croatian, and Israeli film.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students are able to:  1) explain the major themes, topics and contexts for Middle-Eastern film (with an Israeli focus) and for film in the Yugoslav and post-Yugoslav contexts;  2) describe a number of social and political aspects to a wide range of films;  3) describe the specific advantages and disadvantages the medium of film plays in addressing social and political topics;  4) recognize important aspects of idealism, populism, aesthetics, liberation and trauma in South-Eastern European/Croatian and Middle Eastern/Israeli film;  5) interpret key features of film from a number of different theoretical perspectives.					
Course content broken down in detail by weekly class schedule (syllabus)	<p>1st-3rd week. <u>Early Film</u> – Josip Karaman, <i>The Procession of St. Dominus</i> (1911), Oktavijan Miletić, <i>Lisinski</i> (1944), Branko Marjanović, <i>Ciguli Miguli</i> (1952); <u>The 1950s and Modernism: Idealism, Populism</u> – Vatroslav Mimica, <i>The Jubilee of Mr Ikel</i> (1955), Thorold Dickinson, <i>Hill 24 Doesn't Answer</i> (1955), Kamal el-Sheikh, <i>Life or Death</i> (1955), Branko Bauer <i>Don't Turn Around, Son</i> (1956), Nikola Tanhofer, <i>H-8</i> (1958), Youssef Chahine, <i>Cairo Station</i> (1958), Veljko Bulajić, <i>The Train Without a Schedule</i> (1959), France Stiglić, <i>The Ninth Circle</i> (1960)</p> <p>4th-6th week. <u>The 1960s and the Engagement of the New Wave</u> - Veljko Bulajić, <i>Kozara</i> (1962), Uri Zohar, <i>Hole in the Moon</i> (1964), Ephraim Kishon, <i>Sallah Shabati</i> (1964), Kamal el-Sheikh, <i>The Last Night</i> (1964), Henry Barakat, <i>The Sin</i> (1965), Zvonimir Berković, <i>Rondo</i> (1966), Dusan Makavejev, <i>Innocence Unprotected</i> (1968), Zivojin Pavlović, <i>When I am Dead and Pale</i> (1969), Youssef Chahine, <i>The Land</i> (1969), <i>W.R.: Mysteries of the Organism</i>, (1971)</p>					

	<p><u>7th-8th week. Animation – New Aesthetics</u> – Dušan Vukotić, Vlado Kristl, Vatroslav Mimica, Robert and Walter Neugebauer, Borivoj Dovinković, Joško Marušić, Zdenko Gašparović, Yoram Gross, Ari Folman, Ayman Jamal, Khurram Alavi</p> <p><u>9th-10th week. The 70s and 80s – New Themes, New Genres</u> – Krešo Golik, <i>One Song a Day Takes Mischief Away</i> (1970), Lazar Stojanović, <i>Plastic Jesus</i> (1971), Hajrudin Krvavac, <i>Walter Defends Sarajevo</i> (1972), Dan Wolman, <i>My Michael</i> (1974), Mohammed Lakhdar-Hamina, <i>Chronicles of the Years of Embers</i> (1975), Krsto Papić, <i>The Rat Savior</i> (1976), Goran Marković, <i>Special Education</i> (1977), <i>Variola Vera</i> (1982), Lordan Zafranović, <i>Occupation in 26 Pictures</i> (1979), Zoran Tadić, <i>Rhythm of a Crime</i> (1981), Rajko Grlić, <i>In the Jaws of Life</i> (1984), Emir Kusturica, <i>When Father Was Away on Business</i> (1985), Nouri Bouzid, <i>Man of Ashes</i> (1986)</p> <p><u>11th-12th week. Experimental Film and the Beginning of Video Art: Dislocated Screens</u> – Sanja Iveković, Dalibor Martinis, Ivan Ladislav Galeta, Goran Trbuljak, Breda Beban, Omer Fast, Dov Or Ner, Hila Lula Lin, Emily Jacir, Yael Bartana, Mona Hatoum, Shirin Neshat, Boushra Almutawakel</p> <p><u>13th-15th week. The 1990s and 2000s: Trauma, and Cosmopolitanism</u> –Maroun Bagdadi, <i>Out of Life</i> (1991), Moufida Tlati, <i>Silences of the Palaces</i> (1994), Želimir Žilnik, <i>Tito Among the Serbs for a Second Time</i> (1994), <i>Marble Ass</i> (1995), Arik Kaplu, <i>Yana's Friends</i> (1999), Zrinko Ogresta, <i>Red Dust</i> (1999); <i>On the Other Side</i> (2016), <i>Zivizdan</i>, Elia Suleiman, <i>Divine Intervention</i> (2002), Vinko Brešan, <i>Witness</i> (2003), Keren Yedaya, <i>Or (My Treasure)</i> (2004), Ognjen Sviličić, <i>Sorry for Kung Fu</i> (2004), <i>Armin</i> (2007), Leila Kilani, <i>On the Edge</i> (2011), Arsen Ostojić, <i>Halima's Path</i> (2012), Nevio Marasović, <i>Vis-à-vis</i> (2012), Dalibor Matanić, <i>Fine Dead Girls</i> (2012), Haifaa al-Mansour, <i>Wadjda</i> (2013). Talya Lavie, <i>Zero Motivation</i> (2014), Ronit Elkabetz and Shlomi Elkabetz, <i>Gett: The Trial of Viviane Amsalem</i> (2014), Mohamed Diab, <i>Clash</i> (2016), Nadine Labaki, <i>Capernaum</i> (2018)</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Students are expected to attend a minimum of 80% of the lectures and seminars. They are required to come to class prepared and to complete all assignments in a timely fashion.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project	2	(Other)	
Grading and evaluating student work in class and at the final exam	Students are graded on participation, a seminar paper and a class project and presentation.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1) Levi, Pavle. <i>Disintegration in Frames: Aesthetics and Ideology in the Yugoslav and Post-Yugoslav Cinema</i> . Stanford: Stanford University Press, 2007.	1	yes
	2) Murtić, Dino. <i>Post-Yugoslav Cinema: Towards a Cosmopolitan Imagining</i> . London: Palgrave Macmillan, 2018.	1	yes
	3) Pavičić, Jurica. "'Lemons in Siberia': a new approach to the study of the Yugoslav cinema of the 1950s," <i>New Review of Film and Television Studies</i> , Volume 6, Number 1, April 2008	1	yes
	4) Pavičić, Jurica. "Cinema of normalization: changes of stylistic model in post-Yugoslav cinema after 1990s," <i>Studies in Eastern European Cinema</i> , 1, 1., 2010.	1	yes
	5) Rajner, Mirjam. <i>Fragile Images: Jews and Art in Yugoslavia, 1918-1945</i> . Leiden: Brill, 2019.	1	yes
	6) Shohat, Ella. <i>Israeli Cinema: East/West and the Politics of Representation</i> . London: I.B. Tauris, 2010.	1	yes
	7) Van de Peer, Stefanie. <i>Animation in the Middle East: Practice and Aesthetics from Baghdad to Casablanca</i> . London: I.B. Tauris, 2017.	1	yes
	8) Willems, Brian. "Fragments of the Future: Dubravka Ugrešić, Vladan Desnica, Sanja Iveković, and Dalibor Martinis." <i>Disclosing (Post)-Yugoslav Time: Towards the Temporal Turn in Critical (Post)-Yugoslav Studies</i> . Eds. Aleksandar Mijatović and Brian Willems. Leiden: Brill, Forthcoming.	1	yes
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1) Crnković, Gordana. <i>Post-Yugoslav Literature and Film: Fires, Foundations, Flourishes</i>. London: Continuum, 2012.</li> <li>2) De Cuir, Greg. <i>Yugoslav Black Wave: Polemical Cinema in Socialist Yugoslavia (1963-1972)</i>. Amsterdam: Amsterdam University Press, 2017.</li> <li>3) Galt, Rosalind and Karl Schoonover. <i>Global Art Cinema: New Theories and Histories</i>. Oxford: Oxford University Press, 2010.</li> <li>4) Goulding, Daniel. <i>Liberated Cinema: The Yugoslav Experience, 1945-2001, Expanded Edition</i>. Bloomington: Indiana University Press, 2003.</li> <li>5) Iordanova, Dina. <i>The Cinema of the Balkans</i>. New York: Wallflower Press, 2006.</li> <li>6) Iordanova, Dina. <i>Cinema of Flames: Balkan Film, Culture and the Media</i>. London: BFI, 2001.</li> <li>7) Janevski, Ana. <i>As Soon as I Open My Eyes I See a Film: Experiments in Yugoslav Art in the 60s and 70s</i>. Warsaw: Museum of Modern Art, 2011.</li> </ol>		

	<p>8) Jelača, Dijana. <i>Dislocated Screen Memory: Narrating Trauma in Post-Yugoslav Cinema</i>. London: Palgrave Macmillan, 2016.</p> <p>9) Kirn, Gal, Dubravka Sekulić and Žiga Testen (Eds.). <i>Surfing the Black: Yugoslav Black Wave and Its Transgressive Moments</i>. Maastricht: Jan van Eyck Akademie, 2011.</p> <p>10) Mazierska, Ewa. <i>European Cinema and Intertextuality: History, Memory and Politics</i>. London: Palgrave Macmillan, 2011.</p> <p>11) Mijatović, Aleksandar and Brian Willems (Eds.). <i>Disclosing (Post)-Yugoslav Time: Towards the Temporal Turn in Critical (Post)-Yugoslav Studies</i>. Leiden: Brill, Forthcoming.</p> <p>12) Noack, Ruth. <i>Sanja Iveković: Triangle</i>. London: Afterall Books, 2013.</p> <p>13) Pavičić, Jurica. "Titoist Cathedrals: The Rise and the Fall of Partisan Film," In: <i>Titoism: Self-Determination, Nationalism, Cultural Memory, Volume Two</i>, edited by Gorana Ognjenović and Jasna Jozelić, Palgrave Macmillan 2016.</p> <p>14) Talmon, Miri and Yaron Peleg. <i>Israeli Cinema: Identities in Motion</i>. Austin: University of Texas Press, 2011.</p> <p>15) Ugrešić, Dubravka. <i>The Culture of Lies: Antipolitical Essays</i>. University Park: Penn State University Press, 1998.</p> <p>16) Willems, Brian. <i>Shooting the Moon</i>. Hants: Zero Books, 2015.</p>
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of tasks; student questionnaire on the quality of teaching and teachers at the Faculty level; passed exam and the fulfillment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		National Identity in Music				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Ivana Tomić Ferić, Ph.D., Full Professor	Credits (ECTS)	5			
Associate teachers	Tamara Jurkić Sviben, Ph.D., Assistant Professor	Type of instruction (number of hours)	L	S	E	F
	Maja Milošević Carić, Ph.D., Postdoctoral Researcher		30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The objectives of this course are to research and articulate the questions of conceiving, establishing and creating music identity/identities at local, regional, national and/or supranational levels. Within subtopic groups of musicological and ethnomusicological provenance, a review shall be provided of research relationship between music and identity, including processes of expressing and creating identities					

	<p>through music in various historical and social contexts with different ideological backgrounds, taking into account ethnicity, minorities and majority communities, individuals and collectives. With special reference to the Croatian, European and Israel perspective, a review will be given of research of the history of Art music (from ancient times to the present day) with an interpretation and analysis of literature (theoretical and auditive) on that period in the general histories of music, as well as on individual issues (works of music, composer personalities, home music-making, music in the Church and theatre, music education, etc.) that have been published from the ancient history up until today.</p> <p>In addition of reviewing the development of art music through time, we will concentrate on contemporary ethnomusicological themes as the second proposed thematic area of those course. Contemporary Croatian (and European) ethnomusicology is characterised by a shift of focus from the analysis of music products towards analysis of the concepts and practice of the protagonists and other participants in particular traditions, analysis of the situations and contexts of the music-making, and analysis of the mechanisms of identification of the social groups and communities through music. The ethnomusicological frame of this course covers four thematic wholes characteristic to contemporary ethnomusicological research in Croatia and Europe. The first relates to Croatian traditional music with special reference to Dalmatian musical heritage and klapa singing phenomenon. The second is devoted to music expressions as identity markers that are differentiated by their ethnic, gender and class affiliation. The third analyses non-material cultural heritage revitalisation projects on the one hand, and ethno-musical re-interpretations of heritage on the other, as they are connected with globalisation processes, the conception of cultural diversity and culture tourism. The fourth treats as its problem area the field of applied ethnomusicology, bearing in mind particularly that this is a matter of one of the oldest traditions in Croatian ethnomusicology, and also that it reflects in a particular way the disputable aspects of the insider position.</p> <p>Beside the discovering new information about Croatian musical heritage, but also its European counterpart preserved in Croatia, as a support to the evidence about centuries-old continuity of musical culture in the region and about the connection of Croatian musical sources to middle-European and Mediterranean musical and cultural circles, the third thematic part of this course will be focused on music migrations, cultural transfers and/or encounters and dialogues between different countries with special regard to the relationship between Croatian and Israelian culture. Among the other, we will discuss about Jewish musicians in European context, as well as about musicians of Jewish origin in Croatia as examples of cultural (and music) migration and cultural transfers within the Central-European cultural circle. A final section will examine the potential of theoretical exchange and collaboration between Israelian and Croatian (ethno)musicologies.</p>
Course enrolment requirements and entry competences required for the course	<p>No admission requirements.  Entrance competencies:  - reading in English language  - basic computer literacy</p>
Learning outcomes expected at the level of	<p>Upon completion of the course students are expected to be able to:</p>

the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>1) defining the characteristics of music-historical styles from Ancient times to 21st century</li> <li>2) defining the particularities of the Croatian, European and Israel musical culture</li> <li>3) exploring cultural (and musical) convergences of different European geographical spaces and corridors</li> <li>4) introducing (theoretical and auditive) different music expressions on the field of art and traditional music as identity markers that are differentiated by their ethnic, gender and class affiliation.</li> <li>5) exploring links, relations and potential collaborations between Israelian and Croatian (ethno)musicologies</li> </ol>
Course content broken down in detail by weekly class schedule (syllabus)	<p>I. Centuries of Croatian Art Music</p> <ol style="list-style-type: none"> <li>1) Art music in Croatia from Medieval period to twenty-first century (Medieval period, Renaissance era, Baroque, Classical period, Musical Romanticism, Music in the twentieth century) – works of music, composer personalities, home music-making, music in the Church and theatre <b>(5L + 3S)</b></li> <li>2) Music as cultural heritage: Historical Music Archives and Collections in Croatia - collecting, reviving, re-evaluating, sharing and preserving musical sources and artefacts (sheet music, books about music, musical instruments) as integral parts of (trans)national cultural identity <b>(4L+2S)</b></li> </ol> <p>II. Contemporary etnomusicology in Croatia and worldwide</p> <ol style="list-style-type: none"> <li>3) Traditional music in Croatian (regional approach) – Dalmatia Klapa singing <b>(4L + 2S)</b></li> <li>4) Reflections on music and identity, ethnicity and culture – Music, Culture and Experience – Music in displaced and minority communities – The globalization of music in twenty-first century <b>(4L+2S)</b></li> </ol> <p>III. Cross-cultural perspectives on music and heritage</p> <ol style="list-style-type: none"> <li>5) Croatian (art and traditional) music in European context – Music and different arrays of its discursive spaces (historical, geographical, socio-political, ethnical, cultural, aesthetical) <b>(3L + 2S)</b></li> <li>6) Music and its geographies: spreading musical art from centres to peripheries and vice versa (music trails - mapping artistic and cultural influences and relations; music migrations and repertoire transmissions; links and connections between major and marginal European music centres) <b>(5L + 2S)</b></li> <li>7) Relations between Croatian and Israelian musical culture - Jewish musicians in European context - Musicians of Jewish origin in Croatia: between tradition and modernism – Reverberations of the reform Jewish service in synagogue music of northern Croatia from the 1880s to the 1950s</li> </ol>



	– Israel today: The crossroads of world cultures (contemporary view on music and theatre) <b>(5L+2S)</b>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance, active participation in discussions, successful completion of individual and group assignments, preparation and presentation of seminar papers, taking an oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade is the result of class attendance and completion of in-class activities (30%), seminar paper (30%) and final oral exam (40%). Grading of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library*</b>	<b>Availability via other media</b>	
	1) ANDREIS, Josip. Music in Croatia. Institute of Musicology – Academy of Music, Zagreb, 1974.			1	/	
	2) ŽUPANOVIĆ, Lovro. Centuries of Croatian Music, vol. 1-2, Music Information Centre, Zagreb 1984.; 1989.			2	/	
	3) RICE, Timothy. Ethnomusicology: A Very Short Introduction. Oxford University Press: New York, 2013.			1	/	
	4) POVRZANOVIĆ FRYKMAN, Maja. <u>Conceptual frameworks : Reflections on ethnicity, identity, culture, and diversity as they relate to the representation of migrants.</u> In: Museums in a Time of Migration: Rethinking Museums' Roles, Representations, Collections, and Collaborations /			/	Available on line	



	Johansson, Christina; Bevelander, Pieter (ed.). Lund: Nordic Academic Press, 2017, 93-112		
	5) POVRZANOVIĆ FRYKMAN, Maja. Connecting Places, Enduring the Distance: Transnationalism as a Bodily Experience. <i>Narodna umjetnost</i> , 38/2 (2001), 11-31.	/	Available on line
	6) JURKIĆ SVIBEN, Tamara. Reverberations of the Reform Jewish Service in Synagogue Music of Northern Croatia from the 1880s to the 1950s. <i>Arti musices</i> , 49/1 (2018), 149-173.	/	Available on line
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1) CERIBAŠIĆ, Naila. 2007. Musical Faces of Croatian Multiculturality. <i>Yearbook for Traditional Music</i> 39:1–26.</li> <li>2) ČALETA, Joško. Klapa singing: A Traditional Folk Phenomenon of Dalmatia. <i>Narodna umjetnost. Croatian Journal of Ethnology and Folklore Research</i>, 34/1 (1997), 127-145.</li> <li>3) ČALETA, Joško. The Ethnomusicological Approach to the Concept of the Mediterranean in Music in Croatia. <i>Narodna umjetnost. Croatian Journal of Ethnology and Folklore Research</i>, 36/ 1(1999), 183-195.</li> <li>4) ČALETA, Joško. The "Klapa Movement" – Multipart Singing as a Popular Tradition. <i>Narodna umjetnost. Croatian Journal of Ethnology and Folklore Research</i>, 45/1 (2008), 125-148.</li> <li>5) MAROŠEVIĆ, Grozdana. The Encounter Between Folklore Studies and Anthropology in Croatian Ethnomusicology. <i>The World of Music</i>, 40/3 (1998), 51-81.</li> <li>6) MYERS, Helen. <i>Ethnomusicology: An Introduction</i>. W. W. Norton: New York, 1993.</li> <li>7) JURKIĆ SVIBEN, Tamara. <u>Chief cantor David Meisel - a Religious-cultural Transfer of Synagogue Worship in the Northern Croatia between the Two World Wars</u>. In: <i>Magnified&amp;Sanctifies - The Music of Jewish Prayer II / Stellmacher, Martha; Crowdus, Miranda. L. (ed.)</i>. Hannover: Hochschule für Musik, Theater und Medien Hannover&amp; Europäische Zentrum für Jüdische Musik, 2019, 14-14.</li> <li>8) MAROŠEVIĆ, Grozdana. One-part Ojkanje-singing in the Historical Perspective. <i>Narodna umjetnost. Croatian Journal of Ethnology and Folklore Research</i>, 43/ 1(2006), 141-160.</li> <li>9) CERIBAŠIĆ, Naila. 2007. Musical Faces of Croatian Multiculturality. <i>Yearbook for Traditional Music</i> 39 (2007), 1–26.</li> <li>10) BEZIĆ, Jerko. The Dalmatian islands – a Geographically Recognised Mediterranean Region – showing obvious Differences in the Musical Expression of their inhabitants. <i>Narodna umjetnost. Croatian Journal of Ethnology and Folklore Research</i>, 36/1 (1999), 157-172.</li> </ol>		

	<p>11) BONIFAČIĆ, Ruža. Tarankanje: A Disappearing Music Tradition. <i>Narodna umjetnost. Croatian Journal of Ethnology and Folklore Research</i>, 33/1 (1996) 149-170.</p> <p>12) TOMIĆ FERIĆ, Ivana. Cultural contacts between the two shores of the Adriatic in the second half of the eighteenth century, as exemplified in the works and correspondence of Julije Bajamonti. In: <i>L'Adriatico tra sogno e realta</i>, Persida Lazarević Di Giacomo and Maria Rita Leto (ed.), Edizioni dell'Orso Alessandria, Pescara 2019, 229-269.</p> <p>13) MILOŠEVIĆ CARIĆ, Maja. <u>The Town of Hvar as the Meeting Point of Musicians in the 17th and 18th Centuries</u>, In: <i>Music Migrations in the Early Modern Age: Markets, Patterns, Styles / Katalinić, Vjera (ed.)</i>. Croatian Musicological Society, Zagreb 2016, 103-117.</p> <p>14) JURKIĆ SVIBEN, Tamara. Musicians of Jewish Origin in Northern Croatia before 1941 as Examples of Cultural Migration and Cultural Transfers within the Central-European Cultural Circle. <i>Ivan Zajc (1832-1914)/ Musical Migrations and Cultural Transfers in the 'long' 19th Century in Central Europe and beyond / Tuksar, Stanislav (ed.)</i> Croatian Musicological Society, Zagreb 2016, 225-236.</p> <p>15) JURKIĆ SVIBEN, Tamara. Musicians of Jewish origin in Northern Croatia: between tradition and modernism <i>The Seventeenth World Congress of Jewish Studies - South-Eastern European Jewish Studies Mini Conference / Rajner, Mirjam; Šmid, Katja (ed.)</i>, The World Union of Jewish Studies, Jeruzalem 2017, 171-171.</p>
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of tasks; student questionnaire on the quality of teaching and teachers at the Faculty level; passed exam and the fulfillment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		Intercultural Music Education				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Snježana Dobrota, Ph.D., Full Professor	Credits (ECTS)	5			
Associate teachers	Marijo Krnić, MsC, Lecturer	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0

Status of the course	Elective	Percentage of application of e-learning	20%
<b>COURSE DESCRIPTION</b>			
Course objectives	The aim of the course is to get acquainted with the problems of intercultural music education and to think critically about the importance of incorporating world music into music teaching, with the aim of getting to know musical expressions of different cultures but also developing tolerance towards members of different nations and cultures.		
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students are expected to be able to:  1) to recognize the importance of intercultural music education for life in a multicultural contemporary society  2) to define and explain terminology in the field of intercultural (music) education  3) to distinguish the expressions of Western European art music from the expressions of world music  4) to build the need for lifelong learning and training in the field of intercultural (music) education		
Course content broken down in detail by weekly class schedule (syllabus)	1) Defining the concepts of culture and identity (5L+5S)  2) Approaches to intercultural education (5L+5S)  3) Approaches to intercultural music education (5L+5S)  4) Historical development of intercultural music education (4L+4S)  5) The relationship between Western art music and world music (5L+5S)  6) Authenticity and world music (3L+3S)  7) World music (analysis and performance of musical examples) (3L+3S)		
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
Student responsibilities	Regular class attendance, active participation in discussions, successful completion of individual and group assignments, preparation and presentation of seminar papers, taking a oral exam.		

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade is the result of class attendance and completion of in-class activities (30%), seminar paper (30%), oral exam (40%). Grading of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library*</b>	<b>Availability via other media</b>	
	1) Kim, M., & Yoon, M. (2015) Research on the Multicultural Music Education at the College Level. <i>International Journal of Humanities and Social Sciences</i> , 9 (1), 290-299.			1	/	
	2) Oehrle, E. (1996) Intercultural education through music: towards a culture of tolerance. <i>British Journal of Music Education</i> , 13(2), 95-100. doi: 10.1017/S0265051700003077			1	/	
	3) Volk, T. (1998). <i>Music, education and multiculturalism: foundations and principles</i> . Oxford: Oxford University Press.			1	/	
	4) Westerlund, H. M., Karlsen, S., Partti, H. (Eds.) (2020) <i>Visions for Intercultural Music Teacher Education</i> . Cham, Switzerland : Springer Open.			1	/	
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1) Angelidou, G., Aguaded-Ramírez, E. M., &amp; Rodríguez-Sabiote, C. (2019) Design and Validation of a Scale Measuring Attitudes toward Refugee Children. <i>Sustainability</i>, 11 (10), 2797. doi: <a href="https://doi.org/10.3390/su11102797">10.3390/su11102797</a></li> <li>2) Choi, J. (2010) Music Major Graduate Students' Attitudes towards Multicultural Music and its correlation with Multicultural Music Preference. <i>Journal of Music Education Science</i>, 10, 81-94</li> <li>3) Dearnoff, D. K. (Ed.) (2009) <i>The SAGE Handbook of Intercultural Competence</i>. London: Sage Publication.</li> </ol>					

	<p>4) Fung, C. V. (1994) Undergraduate Nonmusic Majors' World Music Preferences and Multicultural Attitudes. <i>Journal of Research in Music Education</i>, 42 (1), 45-57.</p> <p>5) Fung, V. C. (1995) Rationales for Teaching World Musics. <i>Music Educators Journal</i>, 82 (1), 36-40. doi: 10.2307/3398884</p> <p>6) Isma, A. (2001) Cross-Cultural Awareness: Students' Attitudes Toward People of a Different Ethnic and Cultural Background. Doctoral Dissertation, Walden University, (2001). <i>Dissertation Abstracts International</i>, 63-04A, 1232.</p> <p>7) Munroe, A., &amp; Pearson, C. (2006) The Munroe Multicultural Attitude Scale Questionnaire: A New Instrument for Multicultural Studies. <i>Educational and Psychological Measurement</i>, 66 (5), 819-834. doi: 10.1177/0013164405285542</p> <p>8) Neto, F. (2006) Changing intercultural attitudes over time. <i>Journal of Intercultural Communication</i>, 12, 4.</p> <p>9) Pacini-Hernandez, D. (1993) A View from the South: Spanish Caribbean Perspectives on World Beat. <i>The World of Music</i>, 35 (2), 48-69. doi: 10.2307/43615566</p> <p>10) Probst, T. M. (2003) Changing Attitudes over Time: Assessing the Effectiveness of a Workplace Diversity Course. <i>Teaching of Psychology</i>, 30 (3), 236-239doi: <a href="https://doi.org/10.1207/S15328023TOP3003_09">10.1207/S15328023TOP3003_09</a></p>
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of tasks; student questionnaire on the quality of teaching and teachers at the Faculty level; passed exam and the fulfillment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		Challenges of Migration and Human Rights	
Code		Year of study	1 <sup>st</sup>
Course teacher	Marita Brčić Kuljiš, Ph.D., Associate Professor	Credits (ECTS)	5

Associate teachers	Ori Lev, Ph.D., Assistant Professor Erez Tzfadia, Ph.D., Associate Professor	Type of instruction (number of hours)	P	S	V	T
			30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
<b>COURSE DESCRIPTION</b>						
Course objectives	The aim of the course is to get acquainted with the main theoretical concepts of the idea of human rights by placing them in the context of contemporary migrations. This should stimulate critical debate on issues of the idea of global migration, the foundation of human rights, the relationship between civil and human rights, the concept of the right to rights, the idea of a nation-state, ethnic and civic nationalism. In this context, the aim is to analyze both the migrant crisis and the relationship between migration and multiculturalism, and the future and position of the nation-state in the European Union.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1) interpret the concept of migration; 2) explain the problem of the foundation of human rights; 3) comparison of different concepts of nationalism; 4) critical review of the idea of human rights and the right to rights; 5) develop awareness of the complex relationship between human and civil rights.					
Course content broken down in detail by weekly class schedule (syllabus)	1) <b>Defining the basic concepts:</b> migration; migrant; immigrant; emigrant; an asylum seeker; asylum; a history of migration; rights; human rights; civil rights. 6L+3S 2) <b>Historical account of the development of the idea of human rights:</b> a history of human rights; natural rights; the conception of natural rights: T. Hobbes; J. Locke, J.J. Rousseau; Kant's Political and Moral Theory (Right to Hospitality). 6L+3S 3) <b>The Right to have Rights</b> – The right to Have rights in the philosophy of H. Arendt; interpretation in G. Agamben's philosophy as homo sacer; contemporary interpretations and critiques of the concept of the right to have rights; the human right to immigrate. 5L+3S 4) <b>Being a human / being a citizen</b> - historical interpretation (from Aristotle to contemporary authors); the primordialist model of the nation; the constructivist model of the nation; The Declaration on the Rights of Man and Citizen; the relationship between human rights and civil rights. 7L+3S 5) <b>Relationship between human rights and the nation-state:</b> the right of the state to self-determination, state sovereignty; the individual's right to self-determination; open border theories; closed border theories; ethnic and civic nationalism; the idea of global justice; transnational political structure. 6L+3S					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	The student is required to attend classes regularly, to participate actively in the discussions and held an essay orally.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay	1	Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students are evaluated for the following elements: essay, reading and interpreting original texts and the level of knowledge displayed at the oral exam. The final grade is derived from class participation, essay, reading of original texts and the oral exam.					
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	1) Kant, I. 1903. Perpetual Peace. London: George Allen & Unwin Ltd.			/	<a href="https://www.gutenberg.org/files/50922/50922-h/50922-h.htm">https://www.gutenberg.org/files/50922/50922-h/50922-h.htm</a>	
	2) Miller, D. 2015. "Is there a human right to immigrate?"			/	<a href="https://www.politics.ox.ac.uk/materials/publications/13732/sj033is-there-a-human-right-to-immigrate-final-draft.pdf">https://www.politics.ox.ac.uk/materials/publications/13732/sj033is-there-a-human-right-to-immigrate-final-draft.pdf</a>	
	3) Carens, J. H. 2017. "Why Do Political Philosophers Disagree? Reflections on David Miller's Strangers in Our Midst". University of Toronto.			/	<a href="https://www.law.berkeley.edu/wp-content/uploads/2017/08/Carens-Berkeley-paper-on-Miller.pdf">https://www.law.berkeley.edu/wp-content/uploads/2017/08/Carens-Berkeley-paper-on-Miller.pdf</a> .	
	4) Arendt, H. 1943. „We refugees“, Menorah Journal, 31 (1), pp. 69–77.			/	<a href="https://contemporarythinkers.org/hannah-arendt/essay/refugees/">https://contemporarythinkers.org/hannah-arendt/essay/refugees/</a>	
Optional literature (at the time of submission of study programme proposal)	<p>1) Arendt, H. 1973. The origins of totalitarianism. New York: Houghton Mifflin Harcourt..</p> <p>2) G. Agamben 1998. Homo Sacer: Sovereign Power and Bare Life. Stanford: Stanford University Press.</p> <p>3) Miller, D. 2007. National responsibility and global justice. New York: Oxford University Press Inc.</p>					



	<p>4) Citizenship and Migration: Globalization and the Politics of Belonging. Ed. Castles, S. and A. Davidson. 2000. New York: Routledge.</p> <p>5) Benhabib, S. 2004. The Rights Of Others Aliens, Residents, And Citizens. Cambridge: Cambridge University Press.</p> <p>6) Brčić Kuljiš, Marita (2022). "A Human Rights Paradox in the Context of the Migration Debate." <i>The International Journal of Critical Cultural Studies</i> 20 (1): 1-12. doi:10.18848/2327-0055/CGP/v20i01/1-12.</p> <p>7) Charter of Fundamental Rights of the European Union". 2007. Official Journal of the European Union.  <a href="https://eurlex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:12007P&amp;from=HR">https://eurlex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:12007P&amp;from=HR</a></p>
Quality assurance methods that ensure the acquisition of exit competences	Office hours, class attendance lists, review of notes, active participation in discussions, evaluation of the course and course lecturer at the end of the semester.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		Artificial Intelligence				
Code		Year of study	1 <sup>st</sup>			
Course teacher	Virginia Dignum, Ph.D., Full professor	Credits (ECTS)	5			
Associate teachers	Antonija Mijatović, Ph. D.	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	<p>The course introduces the fundamental aspects of responsible AI by providing a holistic multidisciplinary view of the discipline. The course introduces students to the impact AI systems have on societies and individuals and ongoing state-of-the-art discussions related to Ethical, Legal and Societal aspects of AI. This course aims to foster critical discussion of where accountability and responsibility lie for ethical, legal, and social impacts of AI systems, considering decision points throughout the development and deployment pipeline. Students will be introduced to socio-technical approaches for the governance, monitoring and control of intelligent systems as well as tools for incorporating constraints into intelligent system design and will apply these skills on a simulated responsible AI design problem.</p> <p>The course will provide an overview of different applications of AI in various fields (criminal justice, digital security, financial services, healthcare, etc.). The course will</p>					

	<p>also introduce students to the Internet of Things (IoT) basic concepts, applications and concerns surrounding it.</p>
<p>Course enrolment requirements and entry competences required for the course</p>	<p>No admission requirements. Entrance competencies: - reading in English language - basic computer literacy</p>
<p>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ol style="list-style-type: none"> <li>1) Summarize and identify of the Ethical, Legal, Societal (ELS) challenges that arise upon the development, deployment, and usage of intelligent systems.</li> <li>2) Understand the ethical, societal and regulatory context of development and use of AI systems.</li> <li>3) Analyse the decisions made during a system's lifecycle and their relationship to individual and organisational accountability and responsibility.</li> <li>4) Explain and apply the core non-technical skills for the responsible design of AI systems.</li> <li>5) Understand Artificial Intelligence (AI) basic concepts and terms such as machine learning, deep learning and neural networks. Explain the difference between supervised, unsupervised, and reinforcement learning. Describe methods and algorithms that are approached in AI.</li> <li>6) Describe different application of AI in fields such as criminal justice, digital security, financial services, healthcare, etc. Learn how AI can be used in smart cities.</li> <li>7) Learn about Internet of Things (IoT) basic concepts. Recognize issues and concerns surrounding IoT.</li> </ol>
<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> <li>1) <b>Introduction to AI Ethics:</b> Establishes the motivation behind the field of AI ethics by using real-world use cases related to algorithmic biases, generation of disinformation, and attempts to escape accountability. (LO1)</li> <li>2) <b>Introduction to Legal and Regulatory aspects (LO2)</b> <ol style="list-style-type: none"> <li>2.1. Guidelines and agencies landscape</li> <li>2.2. Standardisation initiatives</li> <li>2.3. Legal constraints and implications</li> <li>2.4. Legal landscape (AI never operates in a lawless world)</li> </ol> </li> <li>3) <b>Responsible Development and use of AI (LO3)</b> <ol style="list-style-type: none"> <li>3.1. <b>Responsibility In Design:</b> processes that go around the development, deployment, and usage of a system (e.g. process standards, traceability of decisions, etc)</li> </ol> </li> </ol>

	<p>3.2. <b>Responsibility For Design:</b> stakeholders and power distribution identification and analysis; understanding how to balance conflicting ELS requirements</p> <p>3.3. <b>Responsibility By Design:</b> system behaviour; e.g. checking and mitigating unwanted biases, ensuring transparency, developing fallback</p> <p>4) <b>Reflection on Responsibility:</b> understand codes of conduct, chain of responsibility, and critical individual decisions that can be made. (LO4).</p> <p>5) <b>Different definitions of AI through history.</b> Machine learning, deep learning and neural networks. AI techniques and algorithms. AI validation and explainability. Potential use cases – exercise.</p> <p>6) <b>AI applications</b> – how AI is used in criminal justice, digital security, agriculture, medicine and healthcare, financial services, marketing and advertising, scientific research. The role of AI in psychology. AI and smart cities. AI and autonomous vehicles.</p> <p>7) <b>The Internet of Things (IoT):</b> definition, possibilities, applications. Issues regarding IoT such as its acceptance, cost and security. Psychological impact of IoT.</p>					
<p>Format of instruction</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
<p>Student responsibilities</p>	<p>Class attendance (lectures and seminars), class discussions, assigned and recommended readings</p>					
<p>Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i></p>	<p>Class attendance</p>	<p>1,5</p>	<p>Research</p>	<p>1</p>	<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>Peer review</p>	<p>0,5</p>
	<p>Essay</p>		<p>Seminar essay</p>		<p>(Other)</p>	
	<p>Tests</p>	<p>1</p>	<p>Oral exam</p>		<p>(Other)</p>	
	<p>Written exam</p>	<p>1</p>	<p>Project</p>		<p>(Other)</p>	
<p>Grading and evaluating student work in class and at the final exam</p>	<p>The students will be evaluated based on the course attendance and participation in classroom and online assignments and discussions, completion of tasks (report), midterm exam and final written exam.</p>					
<p>Required literature <i>(available in the library and via other media)</i></p>	<p style="text-align: center;"><b>Title</b></p>			<p><b>Number of copies in the library</b></p>	<p><b>Availability via other media</b></p>	

	1) Dignum, V.: „responsible AI: how to develop and use AI in a responsible way“, Springer 2019	/	Yes
	2) Selected papers	/	Yes
Optional literature (at the time of submission of study programme proposal)	/		
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of assignment; successful completion of peer review of other students work.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		State and Market Economic Analysis				
Code		Year of study	2 <sup>nd</sup>			
Course teacher	Snježana Pivac, Ph.D, Full Professor	Credits (ECTS)	5			
Associate teachers	Maja Mihaljević Kosor, Ph.D., Associate Professor Vladimir Šimić, Ph.D., Associate Professor	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The main objective is to ensure students develop an understanding of market economy and the role of government in modern economies.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1) Describe and critically assess the main elements of market economy 2) Analyse and graphically demonstrate the forming of individual and general market equilibrium 3) Analyse and interpret main economic policies of the government 4) Identify and analyse the sources of market failure 5) Investigate and critically evaluate the impact of globalization					
Course content broken down in detail by weekly class schedule (syllabus)	> $\phi$	Lectures	Exercises			

		Topic	Hours	Topic	Hours	
	1	Introduction. Economics as a science. History of economic thought.	2	Introduction to main concepts and terminology.	2	
	2	Introduction to market economy.	2	Examples and analyses.	2	
	3	Production: technical and social aspects. Production function.	2	Graphical and numerical examples and analyses.	2	
	4	Types of costs in production.	2	Graphical and numerical examples and analyses.	2	
	5	Distribution.	2	Graphical and numerical examples and analyses.	2	
	6	Exchange – analysis of the supply and demand function.	2	Graphical and numerical examples and analyses.	2	
	7	Types of market competition.	2	Graphical and numerical examples and analyses.	2	
	8	Market failure – externalities and asymmetric information.	2	Graphical and numerical examples and analyses.	2	
	9	Market failure – public goods and imperfect competition.	2	Graphical and numerical examples and analyses.	2	
	10	Macroeconomic analysis and main indicators.	2	Graphical and numerical examples and analyses.	2	
	11	Country risk analysis.	2	Examples and analyses.	2	
	12	Aggregate supply and aggregate demand analysis.	2	Graphical and numerical examples and analyses.	2	
	13	Money and financial system.	2	Graphical and numerical examples and analyses.	2	
	14	Economic and political role of government in modern economies.	2	Graphical and numerical examples and analyses.	2	
	15	Globalization and international economic relations.	2	Graphical and numerical examples and analyses.	2	
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Students are obliged to attend 70% of total lectures. This is the prerequisite for being able to take exams.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Two tests are organized during the year, each consisting of a written and oral part. The second test can be taken only under the condition that the first one is passed (60% on the written part and a pass grade on the oral part of test). Two tests are equivalent to the final exam. *After passing either the tests or the final exam, a student will receive his/her grade.		
Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1) Rodrik, D (2011). <i>The Globalization Paradox: Democracy and the Future of the World Economy</i> . New York: W. W. Norton & Co.	3	/
	2) Stiglitz, J.E. (2000), <i>Economics of the Public Sector</i> , 3rd edition, W.W. Norton & Company, New York/London.	2	/
Optional literature (at the time of submission of study programme proposal)	<p>1) Samuelson, P., Nordhaus, W., "Ekonomija", MATE d.o.o. Zagreb, 2011. (XIX. izdanje)</p> <p>2) Gygli, S., Haelg, F. and Sturm, J. (2019) <i>The KOF Globalisation Index – Revisited, The Review of International Organizations</i>, Vol 14, pp. 543-574.</p> <p>3) Reić, Z., Mihaljević Kosor, M., Šimić, V. "Ekonomija", Sveučilište u Splitu, Ekonomski fakultet Split, 2017.</p> <p>4) Rodrik, D. and Subramanian, A. (2009) <i>Why Did Financial Globalization Disappoint? IMF Staff Papers</i>, Vol. 56, No. 1. pp. 112-138.</p> <p>5) Kondulukov, A. and Šimić, V. (2019) <i>The Effects of Globalization on Growth in BRICS Economies, Book of Proceedings, 49<sup>th</sup> International Scientific Conference on Economic and Social Development – Building Resilient Society, Zagreb 13-14 December 2019</i>, pp. 529-537</p> <p>6) Ćorić, B., Malešević Perović, L., Šimić, V. (2016), <i>Openness and the Strength of Monetary Transmission: International Evidence, Acta Oeconomica</i>, Vol. 66(4), pp. 639-659.</p> <p>7) Aljinovic Z., Pivac S., Skrabac Peric B. (2017), <i>European Transition Countries' Risk Claccification and Ranking: Ten Years Later, Proceedings of the Twelfth International Conference: "Innovative Responses for Growth and Competitiveness"</i>, Bol, Croatia.</p> <p>8) Pivac S., Aljinović Z., Tomić-Plazibat N. (2010), <i>Risk Assessment of Transition Economies by Multivariate and Multicriteria Approaches, Panoeconomicus</i>, ISSN: 1452-595X, (eISSN: 2217-2386), Vol. 57, Issue 3, pp 283-302.</p> <p>9) Hindriks, J. &amp; Myles, G. (2006): <i>Intermediate Public Economics</i>, MIT Press, London.</p> <p>10) Barr, N. (2004): <i>Economics of the Welfare State</i>, 4th edition, Oxford University Press.</p> <p>11) Mihaljević Kosor, M. (2010): <i>Leaving Early: The Determinants of Student Non-completion in Croatian Higher Education, Revija za socijalnu politiku</i>, 17(2), pp. 197-215.</p> <p>12) Mihaljević, M. (2008): <i>Examining the efficiency of Croatian higher education: An application of student attainment modelling, Eastern European Economics</i>, 1 (1), pp. 74-88.</p>		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>• Monitoring attendance and the success of students in performing other course-related tasks (teacher)</li> <li>• Monitoring the teaching process (vice dean)</li> <li>• Analysis of students' success in all classes (vice dean)</li> <li>• Student survey on the quality of professors and teaching (UNIST, Quality centre)</li> <li>• Exams monitoring the realisation of the learning outcomes.</li> </ul> <p>Periodical monitoring of the suitability of the teaching process in reaching specified learning outcomes (vice dean).</p>		

Other (as the proposer wishes to add)	/
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NAME OF THE COURSE		Entrepreneurship and Innovation				
Code		Year of study	2 <sup>nd</sup>			
Course teacher	Renata Relja, Ph.D., Full Professor	Credits (ECTS)	5			
Associate teachers	Toni Popović, M.A., Assistant	Type of instruction (number of hours)	L	S	E	F
	Tea Gutović, M.A., Assistant		30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The objective/aim/goal of this course is for students to understand key categories in the field of entrepreneurship and innovation and developing competencies for discussing sociological aspects of entrepreneurship and innovation in the contemporary social context. The aim is also developing competencies for discussing the importance of entrepreneurship in different social contexts and forms of development and encouraging interests towards the development of youth/female/green entrepreneurship with the focus on mutual economic and social interests and critical approach toward the study of place and role of entrepreneurship and innovation in contemporary socio-cultural context.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students are expected to be able to: <ol style="list-style-type: none"> <li>1) explain and understand sociological perspectives on entrepreneurship and its key issues.</li> <li>2) explain the development of social forms of entrepreneurship and innovation.</li> <li>3) understand the place and the role of innovation in contemporary socio-cultural context</li> <li>4) understand social role and social structure of entrepreneurship.</li> <li>5) contextualize types of entrepreneurial behavior in various social contexts (education, labor market etc.)</li> <li>6) knowledge on designing research on relevant entrepreneurship and innovation issues.</li> </ol>					



<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> <li>1) Introductory lesson (introduction to literature, work methods, deadlines, forms and types of knowledge evaluation) (2L+2S)</li> <li>2) Key definitions on entrepreneurship (2L+2S)</li> <li>3) Key perspectives on innovation (2L+2S)</li> <li>4) Development of innovation culture (2L+2S)</li> <li>5) Socially responsible business and behavior (2L+2S)</li> <li>6) Ethics in entrepreneurship (2L+2S)</li> <li>7) Social research on entrepreneurship and innovation Qualitative and quantitative research methods appliance on entrepreneurial topics (4L+4S)</li> <li>8) Entrepreneurship education and innovation in scientific context (academic innovation, model of knowledge transfer, development of entrepreneurial school/university) (4L+4S)</li> <li>9) Entrepreneurship and innovation in the work environment (entrepreneurial culture – concept, meaning, definition) (2L+2S)</li> <li>10) Myths and features of successful entrepreneur; socio-psychological determinants in the context of entrepreneurship) (2L+2S)</li> <li>11) New era in entrepreneurship and innovation (knowledge transfer, e-entrepreneurship, social entrepreneurship etc.) (2L+2S)</li> <li>12) Entrepreneurship in Croatia and Israel – current situation and future perspectives (4L+4S)</li> </ol>					
<p>Format of instruction</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input checked="" type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
<p>Student responsibilities</p>	<p>Regular class attendance, active participation in discussions, succesful completion of individual and group assignments, preparation and presentation of seminar papers, taking a written/oral exam.</p>					
<p>Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<p>Class attendance</p>	<p>1,5</p>	<p>Research</p>	<p>0,5</p>	<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>(Other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>	<p>1</p>	<p>(Other)</p>	
	<p>Tests</p>	<p>1</p>	<p>Oral exam</p>		<p>(Other)</p>	
	<p>Written exam</p>	<p>1</p>	<p>Project</p>		<p>(Other)</p>	

Grading and evaluating student work in class and at the final exam	The examination of acquired knowledge, skills and competencies is conducted during the semester through the evaluation of student activities and online discussions, seminar work, as well as two colloquia. In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed with regard to the achievement of the following elements: written exam, ie successfully passed two colloquia (positive grade from both colloquia is equivalent to a written exam) - 60%; according to instructions - 30%; active participation in classes (physical / online discussions 10%). Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1) Bonanni, C., Lepineux, F., Roloff, J. (2012). <i>Social Responsibility, Entrepreneurship and the Common Good</i> . London: Palgrave Macmillan.	/	Yes
	2) Keister, L. (ur.) (2005). <i>Entrepreneurship. Research in the Sociology of Work</i> . Amsterdam, Boston, London, New York: Elsevier.	/	Yes
	3) Švarc, J., Lažnjak, J. (2017). <i>Innovation Culture in Crony Capitalism: Does Hofstede's Model Matter?</i> Zagreb: Ivo Pilar Institute of Social Science.	/	Yes
	4) Etzkowitz, H. (2008). <i>Innovation in Innovation: The Triple Helix of University – Industry – Government Innovation in Action</i> . London and New York: Routledge.	/	Yes
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1) Dabić, M., Lažnjak J., Smallbone, D., Švarc, J. (2018). Intellectual capital, organisational climate, innovation culture, and SME performance. <i>Journal of Small Business and Enterprise Development</i>, 25 (6): 1-23.</li> <li>2) Miller, K., Alexander, A., Cunningham, J., Albats, E. (2018). Entrepreneurial Academics and Academic Entrepreneurs: A Systematic Literature Review. <i>International Journal of Technology Management</i>. 77 (1/2/3): 9-37. DOI: 10.1504/IJTM.2018.091710</li> <li>3) Morris, M. H., Kuratko, D.F., Covin, J. G. (2010). <i>Corporate Entrepreneurship &amp; Innovation</i>. Boston: Cengage Learning.</li> <li>4) Morrison, A. (2006). A Contextualisation of Entrepreneurship. <i>International Journal of Entrepreneurial Behavior &amp; Research</i>. 12 (4): 192-209.</li> <li>5) OECD (2017). <i>Unlocking the Potential of Youth Entrepreneurship in Developing Countries: From Subsistence to Performance</i>. Development Centre Studies. Paris: OECD Publishing. DOI: 10.1787/9789264277830-en</li> <li>6) Popović, T., Relja, R., Gutović, T. (2016). Social Entrepreneurship as (In)Visible Work and Business. Osijek, <i>Journal of 5th International Scientific</i></li> </ol>		

	<p>Symposium Economy of Eastern Croatia – Vision and Growth“; pp. 719-815.</p> <p>7) Popović, T., Relja, R., Gutović, T. (2017). The Role of Non-formal Qualifications in the Flexibility of Education and Labor Market. Economic and Social Development, 22nd International Scientific Conference on Economic and Social Development – “The Legal Challenges of Modern World”, pp. 677-689.</p> <p>8) Schumpeter, J. A. (2000). Entrepreneurship as Innovation. Entrepreneurship: The Social Science View, p. 51-75</p> <p>9) Smallbone, D., Welter, F. (2009). Entrepreneurship and Small Business Development in Post-Socialist Economies. London, New York: Routledge.</p> <p>10) Sorenson, O. (2018). Social networks and the geography of entrepreneurship. Small Business Economics. 51: 527-537. DOI: 10.1007/s11187-018-0076-7</p> <p>11) Švarc, J., Lažnjak, J., Šporer, Ž. (2009) Social capital and innovation policy in Croatia: Scientific community as a source of innovation, Ch. 2, p. 15-48. In Tripp, G., Payne, M., Diodorus, D. (eds.) Social Capital. New York: Nova Science Publishers Inc.</p> <p>12) Thornton, P.H., Ribeiro-Soriano, D., Urbano, D. (2011). Socio-cultural factors and entrepreneurial activity: An overview. International Small Business Journal. 29 (2): 105-118. DOI: 10.1177/0266242610391930</p> <p>13) Touraine, A. (1971). The Post Industrial Society. New York: Random House.</p> <p>14) Windrum, P., Koch, P.M. (2008). Innovation in Public Sector Services: Entrepreneurship, Creativity and Management. Cheltenham: Edward Elgar Publishing.</p> <p>15) Zhao, F. (2005). Exploring the synergy between entrepreneurship and innovation. International Journal of Entrepreneurial Behavior &amp; Research, 11(1): 25-41.</p>
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of tasks; student questionnaire on the quality of teaching and teachers at the Faculty level; passed exam and the fulfillment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

<b>NAME OF THE COURSE</b>	<b>Modern Diplomacy and Public Relations</b>		
<b>Code</b>		<b>Year of study</b>	2 <sup>nd</sup>

Course teacher	Ivana Bilić, PhD, Associate Professor	Credits (ECTS)	5			
Associate teachers	Kolinda Grabar Kitarović James Brendan Foley, Ambassador	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
<b>COURSE DESCRIPTION</b>						
Course objectives	<p>The overarching goals of the course are to help students develop knowledge and understanding in the study and practice of contemporary international relations, foreign policy and diplomacy, develop the necessary competences and understanding of organizational cultures, tools and key concepts, stimulate leadership, and hone the required critical analytical, reasoning and presentation skills to be able to provide policy response recommendations, and successfully address foreign and domestic audiences or interlocutors.</p> <p>The course will examine and evaluate the role and impact of diplomacy in managing the complexity in a world that is shifting and changing at an ever increasing speed, by making strategic use of both the traditional diplomatic structures and processes, as well as of technological developments and the communications revolution. The course will provide a theoretical framework, historical overview and real-time situational development assessment of diplomatic processes and decisions, discuss and analyze policy outcomes, gains and accomplishments, missed opportunities, lessons learned and policy response, with the goal of helping students learn to predict future trends and provide policy recommendations on immediate action and long-term policy, as well as communicate them successfully to the public.</p> <p>A high level of student interaction and participation is required. With an emphasis on creativity, in its practical dimension, the course will address the lack of participation and active student involvement typical of our culture, spur curiosity, encourage out-of-the box thinking and searching for innovative, creative solutions.</p> <p>In parallel to instruction, the emphasis is on the development of necessary and appropriate skills applicable not just to diplomacy, but also in support of managing real-life situations and career options. As an added benefit, the course is aimed at stimulating and encouraging students' interest to pursue careers in public service of their countries or international organizations, as well as advocacy and activism.</p>					
Course enrolment requirements and entry competences required for the course	<p>No admission requirements. Entrance competencies: - reading in English language - basic computer literacy</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course students are expected to be able to:</p> <p>1) Understand the theoretical frameworks and historical context and development of diplomacy</p>					

	<p>2) Understand contemporary diplomacy, its organizational structure, key concepts and tools, decision-making and policy-making processes</p> <p>3) Understand the contemporary international system in its complexity of issues, actors and relations</p> <p>4) Develop interest in foreign policy and diplomacy</p> <p>5) Develop competences and skills to succeed in contemporary diplomacy, and be able to embrace both opportunities and challenges</p> <p>6) Develop critical analytical skills. Leverage the knowledge of theory, historical approaches, personalities and processes in foreign policy making into the management of foreign policy and diplomacy, to achieve gains for one's own organization. Students learn to identify, define and describe, recognize, understand and analyze issues and problems, in order to predict potential outcomes, and prevent, mitigate and manage security, political and economic/business risk to one's organization. They learn to produce policy memos and provide policy recommendations on risk management for political or economic, public and private entities</p> <p>7) Hone leadership and transformational management skills. Students learn the basics of different leadership cultures and transformational management, they develop self-awareness and own leadership skills.</p> <p>8) Develop presentational (written and oral) and communication skills</p> <p>9) Learn to use new technologies in communications</p>
<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<p><u>1<sup>st</sup> week</u>: <b>Setting the stage.</b> Part 1: An introduction into the course structure and expectations, students express their own expectations, and discuss their own desired learning outcomes and ambitions. Part 2: An introduction into the study of International Relations (IR) and a brief overview of the major theoretical perspectives and core terminology.</p> <p><u>2<sup>nd</sup> week</u>: <b>Foreign policy and diplomacy.</b> Foreign policy formulation, decision-making and implementation, and diplomacy as one of its primary tools. Key concepts, norms and institutions, organizational aspects, national policy frameworks and modern diplomatic missions. Types of diplomacy and modes of practice, tools and instruments. Leadership cultures, transformational management and organizational change.</p> <p><u>3<sup>rd</sup> week</u>: <b>History of diplomacy</b> with an emphasis on understanding the processes and the complexity of decision-making.</p> <p><u>4<sup>th</sup> week</u>: <b>Contemporary geopolitics: How to manage complexity in a multipolar world.</b> Discuss the most important megatrends and the biggest geopolitical change factors, and what these shifting realities and new security threats, the complexity of relations of multiple and diverse actors in international relations at all levels, and the speed of development of technologies and new communication platforms mean for diplomacy: how diplomacy keeps its relevance and adapts to the new environment, embracing both opportunities and challenges.</p>

Contemporary international system, contemporary geopolitics and challenges to modern diplomacy. The megatrends that have marked the 21<sup>st</sup> Century international and security landscape. The reshaping world order for the future, multipolarity, competing orders and rising actors, their respective roles, and their relationships and interaction. Interconnectedness. Instability of issues. Erosion of values, fragmentation, rising nationalism and extremism, deeply polarized societies and communities, identity politics. Covid-19 pandemic and the global health crises. Economic and social consequences and outcomes of the pandemic. Profound changes to diplomacy, diplomatic service, its practice. The role and value of contemporary diplomacy and its future in the context of the changed circumstances, roles, actors, relationships, technologies, speed. Health diplomacy. Soft, hard and smart power.

5<sup>th</sup> week: **Skills workshop.** Leadership. Management. Social intelligence. Cultural aspects. Finding reliable sources for the selection, evaluation, and presentation of information (oral and written). Avoiding cognitive bias. Briefing superiors and high-level officials. Drafting policy memos. Working with foreign interlocutors. Interpersonal skills. Intercultural/cross-cultural skills. Planning and organizational skills. Navigating the corridors of national and international power.

6<sup>th</sup> week: **Multilateralism and international organizations.** The fitness of the current multilateral system to successfully tackle global issues such as conflict and instability, sustainable development, the rise of extremism, nationalism and populism, terrorism, migration and demographic shifts, income inequality, economic and social stress, public health, which have been further compounded or exacerbated by the rapid development of both connective and disruptive technologies, Artificial Intelligences, new types of warfare.

7<sup>th</sup> week: **International security. International law. Human rights and humanitarian diplomacy.** Refugees. Migrations. UN peacekeeping. International criminal justice. Guest speaker and discussion of effectiveness of the current system. Crisis management. Arms control and disarmament. Peace building. A comparative study of peace processes (former Yugoslavia, Libya, Syria, the Middle East, Afghanistan). Lessons learned. A staged event in crisis management.

8<sup>th</sup> week: **Global finance, geoeconomics and global competition, economic diplomacy, trade and investment promotion.**

9<sup>th</sup> week: **Managing the contemporary international system:** the quadrangle of big power interaction (US, EU, Russia, China), emerging powers and developing world. Role play (students assigned to represent countries or entities, and look at issues from the point of view of their respective countries, represent that view/country).

10<sup>th</sup> week: **Foreign policy and diplomacy in action: Policy analysis and current affairs workshop.** Students will analyze action in terms of the underlying factors that led to it, in order to anticipate potential future action, behavior, and reaction to action, to be able to devise policies grounded in reality, rather than on stereotypes or cognitive biases. The goal is to learn to identify opportunities and anticipate problems, define what kind of outcomes are expected in order to be able to provide policy advice and craft policy solutions.

Assignment: Writing policy memos.

	<p><u>11<sup>th</sup> week:</u> Introduction into types of <b>negotiations</b> and negotiations skills and techniques. staged event in negotiations. A mock event and exercises.</p> <p><u>12<sup>th</sup> week:</u> <b>Public Diplomacy and Strategic Communications.</b> Cultural Diplomacy. Foreign public engagement. Intercultural relations. Exchange and education. Nation brands and branding. Public diplomacy skills, public affairs and public relations, strategic communication.</p> <p><u>13<sup>th</sup> week:</u> <b>Modern Public Relations.</b> The role of the contemporary media. Managing the media. Digital technology. Social media platforms. Harnessing the new technologies. The potential for innovation</p> <p><u>14<sup>th</sup> week:</u> <b>Protocol and Etiquette</b></p> <p><u>15<sup>th</sup> week:</u> <b>Final workshop and skills exercises and simulations:</b> oral presentations, recording and evaluation of presentations.</p>					
<p>Format of instruction</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> simulation and mock exercises		
<p>Student responsibilities</p>	<p>Regular attendance and participation in discussions and activities, completion of reading assignments, preparation and presentation, participation in staged events and role play, produce policy memos on risk management for political or economic, public and private entities.</p>					
<p>Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i></p>	<p>Class attendance</p>	<p>1,5</p>	<p>Research</p>	<p>0,5</p>	<p>Practical training</p>	<p>1</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(Other)</p>	
	<p>Essay</p>	<p>1</p>	<p>Seminar essay</p>	<p>1</p>	<p>(Other)</p>	
	<p>Tests</p>		<p>Oral exam</p>		<p>(Other)</p>	
	<p>Written exam</p>		<p>Project</p>		<p>(Other)</p>	
<p>Grading and evaluating student work in class and at the final exam</p>	<p>Students will be evaluated based on regular and active class attendance and participation in discussions (20%), participation in seminars and simulated events (20%), presentation assignment (30%) and essay on the topic of own choice (30%).</p>					
<p>Required literature <i>(available in the library and via other media)</i></p>	<p><b>Title</b></p>			<p><b>Number of copies in the library</b></p>	<p><b>Availability via other media</b></p>	
	<p>1) Cooper Andrew F., Heine J. and Thakur R. (ed.) (2013) <i>The Oxford Handbook of Modern Diplomacy.</i> Oxford: Oxford University Press</p>			<p>/</p>	<p>Yes</p>	



	2) Cull N. J. <i>Public Diplomacy: Foundations for Global Engagement in the Digital Age (Contemporary Political Communication)</i> (2019). Cambridge: Polity Press	/	Yes
	3) Penavich Marshall C. (Digital edition June 2020) <i>Protocol: The Power of Diplomacy and How to Make it Work for You</i> . Harpers Collins Publishers. ISBN: 978-0-06-284447-7	/	Yes
	4) Assigned reading with respect to current affairs, and particular seminar or presentation topics chosen by students	/	Yes
Optional literature (at the time of submission of study programme proposal)	<p>1) Baylis J., Smith S., Owens P. <i>The Globalization of World Politics: An Introduction to International Relations, Eight Edition</i> (2020). Oxford: Oxford University Press</p> <p>2) Reus-Smit C. and Snidal D. (ed.) <i>The Oxford Handbook of International Relations</i> (2008). Oxford: Oxford University Press</p> <p>3) Rice C., Zegart A. B. <i>Political Risk: How Businesses and Organizations Can Anticipate Global Insecurity</i>, (2018) Twelve, New York, Boston: Hachette Book Group,</p> <p>4) Kissinger H., <i>Diplomacy</i> (1994), New York: Simon and Schuster</p> <p>5) Weiss J., <i>HBR Guide to Negotiating: Take the Lead, Manage Conflict, Get to Yes</i>, (2016), Boston Massachusetts: Harvard Business Review Press</p> <p>6) <i>HBR Guide to Emotional Intelligence: Build trust and influence, Strengthen Relationships, Lead with Resilience</i>, (2017), Boston Massachusetts: Harvard Business Review Press</p>		
Quality assurance methods that ensure the acquisition of exit competences	Academic approach and assigned reading, lectures, including by visiting lecturers, case studies, combined with own personal experience (personal observation and participation in events and processes, personal insight into personalities), in-class discussion, mock events, staged events, and role play,		
	Individual consultations and mentoring		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		Principles of Scientific Research in Social Sciences and Humanities			
Code		Year of study	2 <sup>nd</sup>		
Course teacher	Ana Marušić, Ph.D., Distinguished Professor	Credits (ECTS)	5		
Associate teachers			L	S	E F

	Darko Hren, Ph.D., Associate Professor	Type of instruction (number of hours)	30	15	0	0
Status of the course	Mandatory	Percentage of application of e- learning	20%			
<b>COURSE DESCRIPTION</b>						
Course objectives	The aim of this course is introduce students to the process of conducting scientific research in the social sciences and humanities, covering the whole research process, from planning to publishing research.					
Course enrolment requirements and entry competences required for the course	<p>No admission requirements.</p> <p>Entrance competencies:</p> <ul style="list-style-type: none"> <li>- basic computer literacy</li> <li>- reading in English language</li> </ul>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1) Understand and explain basic principles of research methodology and use of scientific information;</li> <li>2) Independently perform the search of literature sources and critically assess the scientific literature;</li> <li>3) Describe and compare different types of study designs;</li> <li>4) Analyse and evaluate different ways of presenting data in scientific research;</li> <li>5) Explain the principles of responsible research/research integrity.</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>1) Science and scientific research: background and foreground questions (3L+3S)</li> <li>2) Asking research questions: formulating a hypothesis, searching for evidence (3L+3S)</li> <li>3) Research study designs (3L+3S)</li> <li>4) Planning research (3L+3S)</li> <li>5) Research ethics (3L+3S)</li> <li>6) Data management: ownership, collection, protection, sharing (3L+3S)</li> <li>7) Analysis and interpretation of research results (3L+3S)</li> <li>8) Collaborative research (3L+3S)</li> <li>9) Writing a research paper (3L+3S)</li> <li>10) Research integrity (3L+3S)</li> </ol>					

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
Student responsibilities	Regular class attendance, active participation in discussions, successful completion of individual and group assignments, preparation and presentation of seminar papers, taking a written course test			
Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	1,5	Research	Practical training
	Experimental work		Report	(Other)
	Essay		Seminar essay	1,5 (Other)
	Tests		Oral exam	(Other)
	Written exam	2	Project	(Other)
Grading and evaluating student work in class and at the final exam	Final grade is the result of class attendance and completion of in-class activities (30%), seminar paper (30%) and written test (40%).  Grading of individual elements can be found in the course repository.			
Required literature <i>(available in the library and via other media)</i>	<b>Title</b>		<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1) Bhattacharjee A. Social Science Research: Principles, Methods and Practices (Revised edition), USQ, 2019		/	<a href="https://usq.pressbooks.pub/socialscienceresearch/">https://usq.pressbooks.pub/socialscienceresearch/</a>
	2) Bos J. Research Ethics for Students in the Social Sciences. Springer, 2020.		/	<a href="https://link.springer.com/book/10.1007/978-3-030-48415-6">https://link.springer.com/book/10.1007/978-3-030-48415-6</a>
	3) The European Code of Conduct for Research Integrity		/	<a href="https://www.allea.org/wp-content/uploads/2017/05/ALLEA-European-Code-of-Conduct-for-Research-Integrity-2017.pdf">https://www.allea.org/wp-content/uploads/2017/05/ALLEA-European-Code-of-Conduct-for-Research-Integrity-2017.pdf</a>
Optional literature (at the time of submission of	1) Research approaches in the humanities, social sciences, or sciences: <a href="https://libguides.wustl.edu/researchapproaches/humanities">https://libguides.wustl.edu/researchapproaches/humanities</a>			

study programme proposal)	2) Jain S. Research Methodology in Arts, Science and Humanities. Society Publishing, 2019.
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of tasks; student questionnaire on the quality of teaching and teachers at the Faculty level; passed exam and the fulfilment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		Philosophy of Science				
Code		Year of study	2 <sup>nd</sup>			
Course teacher	Tonći Kokić. Ph.D., Associate Professor	Credits (ECTS)	5			
Associate teachers	Dario Škarica, Ph.D., Full Professor	Type of instruction (number of hours)	L	S	E	F
	Ljudevit Hanžek, Ph.D., Assistant Professor		30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Overview of the history of science, scientific terminology, scientific methodology and specific scientific topics and problems from the perspective of philosophy of science, understanding the nature of science (openness, change, development).					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students are expected to be able to:  1) Understanding differences between scientific inquiry from other types of investigations  2) Understanding philosophical and logical questions related to scientific activity  3) Knowing the scientific procedures in investigations of nature  4) Acquiring the competence of independent and cooperative research activity in further education and profession  5) Ability of recognizing, understanding and using scientific concepts					

	6) Ability of 'translating' specific scientific terminology to and from pretheoretical conceptual framework of general and academic public					
Course content broken down in detail by weekly class schedule (syllabus)	<p><u>1<sup>st</sup> week</u>: Definition of science, history of science, natural sciences and humanities (2L)</p> <p><u>2<sup>nd</sup> week</u>: Ancient philosophy of science (2L)</p> <p><u>3<sup>rd</sup> week</u>: Modern Era science, Newton, Hume (2L)</p> <p><u>4<sup>th</sup> week</u>: The problem of Induction and falsificationism(2L)</p> <p><u>5<sup>th</sup> week</u>: Naturalism and scientific realism(2L)</p> <p><u>6<sup>th</sup> week</u>: Scientific Revolutions and concept of the paradigm (2L)</p> <p><u>7<sup>th</sup> week</u>: Does scientific method exist? (2L)</p> <p><u>8<sup>th</sup> week</u>: Theories on the origin of the Universe</p> <p><u>9<sup>th</sup> week</u>: Quantum physics and philosophy</p> <p><u>10<sup>th</sup> week</u>: The origin of first life</p> <p><u>11<sup>th</sup> week</u>: Theory of evolution, standard and alternative interpretations (2L)</p> <p><u>12<sup>th</sup> week</u>: Theories of consciousness with regard to mind-body problem (2L)</p> <p><u>13<sup>th</sup> week</u>: History of the problem of consciousness (introspectionism, behaviorism, cognitive psychology) (2L)</p> <p><u>14<sup>th</sup>-15<sup>th</sup> week</u>: Final discussion and student presentations (4S)</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance, active participation in discussions, succesful completion of individual and group assignments, preparation and presentation of individual work.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		Presentation	1
	Essay		Seminar essay		Independent work	0,5
	Tests		Oral exam	1,5	Discussion	0,5
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Final grade is the result of class attendance and completion of in-class activities (20%), oral exam (50%), and presentation (30%).  Grading of individual elements can be found in the course repository.		
Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1) John Losee, <i>A Historical Introduction to the Philosophy of Science</i> .	1	/
	2) Thomas Kuhn, <i>The Structure of Scientific Revolution</i>	1	/
	3) Steven Weinberg, <i>The First Three Minutes: A Modern View Of The Origin Of The Universe</i>	1	/
Optional literature (at the time of submission of study programme proposal)	1) Werner Heisenberg, <i>Physics and Philosophy: The Revolution in Modern Science</i> . 2) Paul Feyerabend, <i>Against Method</i> . 3) Iris Fry, <i>The Emergence of Life on Earth: a Historical and Scientific Overview</i> . 4) Ernst Mayr, <i>The Growth of Biological Thought. Diversity, Evolution and Inheritance</i> .		
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of tasks; student questionnaire on the quality of teaching and teachers at the Faculty level; passed exam and the fulfillment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		Mediterranean as the Cradle of Multiculturalism				
Code		Year of study	2 <sup>nd</sup>			
Course teacher	Gloria Vickov, Ph.D., Full Professor	Credits (ECTS)	5			
Associate teachers	Antonela Marić, Ph.D., Associate Professor Magdalena Joanna Nowak, Ph.D., Associate Professor Iwona Sakowicz-Tebinka, Ph.D., Associate Professor Barbara Kłassa, Ph.D., Associate Professor	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0

Status of the course	Elective	Percentage of application of e-learning	20%
<b>COURSE DESCRIPTION</b>			
Course objectives	<p>The main goal of this course is to outline multicultural aspects of the Mediterranean area within the wider European context, from ancient times to the modern and contemporary period. The aim is to develop a critical opinion, in order for students to interpret cultural, social, linguistic and literary processes which characterize the multiculturalism of the Mediterranean area. One of the course objectives is to gain an insight into the relation between multiculturalism and multilingualism and the role of L1 (mother tongue/first language) culture in promoting multicultural Mediterranean. The students will gain knowledge on the reasons that characterize literary Mediterranean literature and its identity. The Croatian literary framework will be placed in a wider European context. Furthermore, the so called "Mediterraneity" will be put in relation to the Eastern Europe. The students will be able to analyze the examples that define the Mediterranean as the cradle of multiculturalism.</p>		
Course enrolment requirements and entry competences required for the course	<p>No admission requirements. Entrance competencies: - reading in English language - basic computer literacy</p>		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, the students will be able to :</p> <ol style="list-style-type: none"> <li>1) explain the mutual conditioning of multiculturalism and multilingualism in the Mediterranean context</li> <li>2) think critically about the relation between L1 and L2 (second/foreign language) culture with respect to promoting multiculturalism and intercultural competence</li> <li>3) recognize the influence of Mediterranean culture on Croatian literary tradition</li> <li>4.) think critically about the multicultural relations in the Eastern European context</li> <li>5) explain multicultural aspects of literary Mediterranean</li> </ol>		
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> <li>- The role of multilingualism in promoting multiculturalism in the Mediterranean area (4L + 2S)</li> <li>- The relation between L1 and L2 culture (4L + 2S)</li> <li>- Croatian literature and its identity within the Mediterranean context (4L + 2S)</li> <li>- Multicultural aspects of the Literary framework (4L + 2S)</li> <li>- Common Mediterranean Croatian literature within the European context (4L + 2S)</li> <li>- Multicultural relations in the Eastern Europe context (4L + 2S)</li> <li>- Multicultural context of pilgrimages to the Holy Land (4L + 2S)</li> <li>- Selected issues of multicultural history (2L + 1S)</li> </ul>		
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
Student responsibilities	<ul style="list-style-type: none"> <li>- Act in accordance with ethical and scientific principles</li> <li>- Participate and perform tasks (curricular and extracurricular) and activities which enable the acquisition of learning outcomes (75%)</li> <li>- Draft a seminar paper pursuant to the criteria and instructions by the teacher</li> </ul>		



	<ul style="list-style-type: none"> <li>- Inform oneself about the unattended classes either during consultation hours, or with other students</li> <li>- Present a research</li> <li>- Respect the timeframe of the course activities</li> <li>- Timely and correctly perform individual tasks</li> </ul>					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	0,5	Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	2	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>Pursuant to the learning outcomes and responsibilities of students, the final evaluation will result in an adequate grade. The grading system consists of the following elements:</p> <ol style="list-style-type: none"> <li>1) Successfully presented research paper – 30%</li> <li>2) Drafted and successfully presented seminar paper, based on teacher's instructions – 30%</li> <li>3) Independent tasks – 20%</li> <li>4) Classroom activities, participation in debates during classes and seminars – 20%</li> </ol> <p><i>Evaluation and grading criteria of individual elements are described in the document uploaded in the course repository.</i></p>					
Required literature (available in the library and via other media)	<b>Title</b>				<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1) Rader, D. (2018). <i>Teaching and Learning for Intercultural Understanding</i> (selected chapters). New York: Routledge.				/	Yes
	2) Peregrine, H., Purcell, N. (2000) <i>The Corrupting Sea. A Study of Mediterranean History</i> , Blackwell, Oxford				/	Yes
	3) Davis, J. (1976) <i>People of the Mediterranean. An Essay in Comparative Social Anthropology</i> , Routledge London				/	Yes
	4) Wolff, L. (1994), <i>Inventing Eastern Europe. The Map of Civilization on the Map of Enlightenment</i> , Stanford University Press, Stanford				/	Yes
	5) Ciancia, K. (2021), <i>On Civilization's Edge. A Polish Borgderland in the Interwar World</i> , Oxford University Press, New York.				/	Yes
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1) Vickov, G. (2007). Learners' own cultural identity in early language learning. U: Nikolov, Marianne, Mihaljević Djigunović, Jelena, Lundberg, Gun, Flanagan, Tanya i Mattheoudakis, Marina (ur.), <i>Teaching modern languages to young learners: teachers, curricula and materials. Languages for social cohesion</i>, 105–121.</li> <li>2) Ferro M., <i>Cinema and History</i>, Wayne State University Press 1988</li> <li>3) Harpur James, <i>Sacred Tracks: Two Thousand Years of Christian Pilgrimage</i>, London 2002</li> </ol>					

	4) Luigi Tomasi, <i>HomoViator: From Pilgrimage to Religious Tourism via the Journey [w:] From Medieval Pilgrimge to Religious Tourism</i> , ed. William H. Swatos, Jr. and Luigi Tomasi, Westport, Connecticut, London 2002.
	5) <i>The Invention of Tradition</i> , ed. E. Hobsbawm, T. Ranger, different editions
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures, consultation, records of attendance at lectures, active participation in discussions, evaluation of class and the teacher at the end of the semester.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		Society Designed Well-Being				
Code		Year of study	2 <sup>nd</sup>			
Course teacher	Tonča Jukić, Ph.D., Associate Professor	Credits (ECTS)	5			
Associate teachers	Ina Reić Ercegovac, Ph.D., Associate Professor	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The aim of this course is to introduce students to the concept of well-being and its different understandings in various disciplines within social sciences and to enable them to recognize and evaluate determinants of objective and subjective well-being.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students will be able to:  1) Explain the concept of well-being and objective and subjective indicators of well-being 2) Compare physical and mental well-being of individuals and societies 3) Analyse different way of measuring objective and subjective well-being in scientific research 4) Argument contribution of various cultural, national, economic, personal and social determinants of well-being 5) Explain the relationship between sport, national identity and national well-being in Croatian and Israeli context					
Course content broken down in detail by weekly class schedule (syllabus)	<u>1<sup>st</sup>-3<sup>rd</sup> week</u> : Conceptualization of well-being; objective and subjective indicators of well-being (6L+6S)  <u>4<sup>th</sup>-6<sup>th</sup> week</u> : Physical and mental well-being of individuals and societies (6L+6S)  <u>7<sup>th</sup>-9<sup>th</sup> week</u> : Concepts of subjective well-being; measuring objective and subjective well-being in scientific research (6L+6S)					

	<p><u>10<sup>th</sup>-12<sup>th</sup> week</u>: Determinants of subjective well-being (cultural, national, economic, personal and social) (6L+6S)</p> <p><u>13<sup>th</sup>-15<sup>th</sup> week</u>: Relationship between sport, national identity and national well-being in Croatian and Israeli context (6L+6S)</p>				
<p>Format of instruction</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
<p>Student responsibilities</p>	<p>Regular class attendance, active participation in discussions, engagement in individual assignments, writing and presenting seminar essay, passing oral exam.</p>				
<p>Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<p>Class attendance</p>	<p>1,5</p>	<p>Research</p>	<p>Practical training</p>	
	<p>Experimental work</p>	<p>0,5</p>	<p>Report</p>	<p>(Other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>	<p>1</p>	<p>(Other)</p>
	<p>Tests</p>		<p>Oral exam</p>	<p>2</p>	<p>(Other)</p>
	<p>Written exam</p>		<p>Project</p>	<p>(Other)</p>	
<p>Grading and evaluating student work in class and at the final exam</p>	<p>Final grade is formed based on regular evaluation of participation and work in the classroom (20%), seminar (40%), and oral exam (40%).</p>				
<p>Required literature (available in the library and via other media)</p>	<p><b>Title</b></p>			<p><b>Number of copies in the library*</b></p>	<p><b>Availability via other media</b></p>
	<p>1) Diener, E., Helliwell, J.F., Kahneman, D. (Eds.), (2010). <i>International Differences in Well-Being</i>. Oxford University Press. (selected chapter)</p>			<p>/</p>	<p>Yes</p>
	<p>2) European Social Survey (2015). <i>Measuring and Reporting on Europeans' Wellbeing: Findings from the European Social Survey</i>. London: ESS ERIC.</p>			<p>/</p>	<p>Yes</p>
	<p>3) Jun, K-H. (2015). Re-exploration of subjective well-being determinants: Full-model approach with extended cross-contextual analysis. <i>International Journal of Wellbeing</i>, 5(4), 17-59. doi:10.5502/ijw.v5i4.405</p>			<p>/</p>	<p>Yes</p>
	<p>4) Tov, W., &amp; Diener, E. (2007). Culture and subjective well-being. In S. Kitayama &amp; D. Cohen (Eds.), <i>Handbook of cultural psychology</i> (pp. 691-713). New York: Guilford.</p>			<p>/</p>	<p>Yes</p>
<p>Optional literature (at the time of submission of study programme proposal)</p>	<p>1) Bache, I. (2015). Measuring Quality of Life—An Idea Whose Time Has Come? Agenda-Setting Dynamics in Britain and the European Union. In J. Søraker, J.W. Van der Rijt, J. de Boer, P.H. Wong &amp; P. Brey (Eds.), <i>Well-Being in Contemporary Society</i>. Happiness Studies Book Series. Springer, Cham.</p> <p>2) Brdar, I., &amp; Kashdan, T.B. (2010). Character strengths and well-being in Croatia: An empirical investigation of structure and correlates. <i>Journal of Research in Personality</i>, 44(1), 151-154.</p>				

	<ol style="list-style-type: none"> <li>3) Deeming, C. (2013). Addressing the Social Determinants of Subjective Wellbeing: The Latest Challenge for Social Policy. <i>Journal of social policy</i>, 42(3), 541–565. doi:10.1017/S0047279413000202</li> <li>4) Delle Fave, A., Brdar, I., Freire, T., Vella-Brodrick, D., &amp; Wissing, M. (2011). The eudaimonic and hedonic components of happiness: Qualitative and quantitative findings. <i>Social Indicators Research</i>, 100(2), 158-207.</li> <li>5) Delle Fave, A., Brdar, I., Wissing, M.P., Araujo, U., Solano, A.C, Freire, T., Hernández-Pozo, M.R., Jose, P. Martos, T., Nafstad, H.E., Nakamura, J., Singh, K., &amp; Soosai-Nathan, L. (2016). Lay definitions of happiness across nations: The primacy of inner harmony and relational connectedness. <i>Frontiers in Psychology</i>, 7:30.</li> <li>6) Diener, E., (2006). Guidelines for national indicators of subjective well-being and ill-being. <i>Applied Research in Quality of Life</i> 1(2), 151–157.</li> <li>7) Družić, M., &amp; Majstorović, M. (2017). Material Well-being and Happiness in Transition Countries. <i>Zagreb International Review of Economics &amp; Business</i>, 20(2), 21-32.</li> <li>8) Kaliterna Lipovčan, Lj., Brkljačić T., Šakić, V. (2007). Monthly income and subjective well-being of Croatian citizens. <i>Croatian Medical Journal</i>, 48(5), 727-33.</li> <li>9) Kaliterna Lipovčan, Lj., Brkljačić, T., Prizmić Larsen, Z., Brajša-Žganec, A., &amp; Franc, R. (2018). Leisure activities and the subjective well-being of older adults in Croatia. <i>GeroPsych: The Journal of Gerontopsychology and Geriatric Psychiatry</i>, 31(1), 31-39. <a href="http://dx.doi.org/10.1024/1662-9647/a000179">http://dx.doi.org/10.1024/1662-9647/a000179</a></li> <li>10) Kaliterna Lipovčan, Lj., Prizmić Larsen, Z., &amp; Brkljačić, T. (2015). Materialism, affective states, and life satisfaction: case of Croatia. <i>Springer Plus</i>, doi 10.1186/s40064-015-1494-5.</li> <li>11) Plagnol, A. (2010). Subjective Well-Being over the Life Course: Conceptualizations and Evaluations. <i>Social Research</i>, 77(2), 749-768. <a href="http://www.jstor.org/stable/40972236">http://www.jstor.org/stable/40972236</a></li> <li>12) Suh, E.M., &amp; Choi, S. (2018). Predictors of subjective well-being across cultures. In E. Diener, S. Oishi, &amp; L. Tay (Eds.), <i>Handbook of well-being</i>. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com</li> <li>13) Villani, D., Sorgente, A., Iannello, P., Alessandro, A. (2019). The Role of Spirituality and Religiosity in Subjective Well-Being of Individuals With Different Religious Status. <i>Frontiers in Psychology</i>, 10, <a href="https://doi.org/10.3389/fpsyg.2019.01525">https://doi.org/10.3389/fpsyg.2019.01525</a>.</li> <li>14) Warr, P. (2012). How to Think About and Measure Psychological Well-being. In M. Wang, R.R. Sinclair &amp; L.E. Tetrick (Eds.), <i>Research Methods in Occupational Health Psychology</i>. New York: Psychology Press/Routledge.</li> </ol>
<p>Quality assurance methods that ensure the acquisition of exit competences</p>	<p>The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures</p>
<p>Other (as the proposer wishes to add)</p>	<p>* Literature is in the process of being acquired for the library; currently available from course teacher</p>

NAME OF THE COURSE		Service-Learning in Modern Society				
Code		Year of study	2 <sup>nd</sup>			
Course teacher	Ivana Bilić, Ph.D., Associate Professor	Credits (ECTS)	5			
Associate teachers	Ivana Jadrić, Ph.D.	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	This course aims to help students discover and classify different approaches to a Community Engagement and Service-Learning concept in Modern Society. Upon completing the course, students will be able to evaluate different perspectives and create Service-Learning projects in modern society and organizations.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: - reading in English language - basic computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students are expected to be able to:  1) Critically judge different community engagement concepts and Service-Learning 2) Evaluate organization problems and needs 3) Evaluate Service-Learning as a concept 4) Create Service-Learning project plans 5) Present Service-Learning plan					
Course content broken down in detail by weekly class schedule (syllabus)	Topic - Lecture		Seminars, Essays, and Assignments			
	1) Introduction to civil engagement (2L)		-			
	2) Difference between different civil engagement (2L)		-			
	3) Community organizations, needs, and problems (3L)		(2S) * Students submit assignments – Essays – individual work			
	4) Service-Learning definition and forms in collaboration with educational institutions (4L)		-			
	5) Different practice of Service-Learning in practice (2L)					
	6) Service-Learning as a solution for The United Nations 2030 Agenda 17 Sustainable Development Goals (SDGs) (2L)					

	7) Creating Service-Learning EcoSystem, institution and knowledge (2L)					
	8) Identifying potential 'Social Needs' across countries and organizations (3L)		** students have to present an organization they would like to work on as a project – individual assignment			
	9) Exploring the potential for Service-Learning activities (3L)		3S – field visit, internet search, literature search			
	10) Defining Service-Learning goals (3L)		3S – in classroom discussion based on research			
	11) Developing Service-Learning Projects (3L)		4S – in-classroom mentoring work			
	12) Role of the reflection and celebration in Service-Learning education (1L)		3S – project presentation, discussion pros and cons of Service-Learning			
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Assignments: 1) Essay – critical evaluation of the concepts, individual work. 2) Discussion – in class – proposal of an organization – identifying needs and choosing as a model for Project. 3) Project – choose one organization, survey organization needs, create and present Service-Learning project proposal (teamwork max. three students). Regular class attendance 50% of all in-class activities, lectures, and seminars. A student should write an essay as an individual assignment and Project (teamwork max. three students).					
Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		Discussion and elaboration	0,5
	Essay	1	Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project	2	(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is the result of class attendance (10%), essay (10%), discussion (10%), and final project (70%), in total, 100 points.  Grades 0-49 % (1); 50 – 60 % (2); 61-75 % (3); 76 – 88 % (4); 89 – 100 % (5)					
Required literature <i>(available in the library and via other media)</i>	Title			Number of copies in the library	Availability via other media	



	1) Giles, Dwight E. Jr. and Eyler, Janet, "The Theoretical Roots of Service-Learning in John Dewey: Toward a Theory of Service-Learning" (1994). <i>Service Learning, General</i> . 150. <a href="https://digitalcommons.unomaha.edu/slceslgen/150">https://digitalcommons.unomaha.edu/slceslgen/150</a>	/	Internet
	2) García-Romero, D. (David); Sánchez-Busqués, S. (Sònia); Lalueza-Sazatornil, J. L. (José Luis). "Exploring the Value of Service Learning: Students' assessments of Personal, Procedural and Content Learning". <i>Estudios sobre Educación</i> . 35, 2018, 557 – 577 <a href="https://dadun.unav.edu/bitstream/10171/55176/1/25859-95150-1-PB.pdf">https://dadun.unav.edu/bitstream/10171/55176/1/25859-95150-1-PB.pdf</a>	/	Internet
	3) Molderez, I. and Fonseca, E. (2018): The efficacy of real-world experiences and service learning for fostering competences for sustainable development in higher education, <i>Journal of Cleaner Production</i> , Volume 172, P. 4397-4410, ISSN 0959-6526, <a href="https://doi.org/10.1016/j.jclepro.2017.04.062">https://doi.org/10.1016/j.jclepro.2017.04.062</a> ., ( <a href="https://www.sciencedirect.com/science/article/pii/S0959652617307801">https://www.sciencedirect.com/science/article/pii/S0959652617307801</a> )	/	Internet
	4) Course materials – Moodle	/	Internet
Optional literature (at the time of submission of study programme proposal)	1) The United Nations 2030 Agenda 17 Sustainable Development Goals (SDGs); <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a> 2) European Association of Service-Learning in Higher Education: <a href="https://www.eoslhe.eu/easlhe/">https://www.eoslhe.eu/easlhe/</a> 3) American Association of Community Colleges: <a href="http://www.aacc.nche.edu/servicelearning">www.aacc.nche.edu/servicelearning</a> 4) Corporation for National and Community Service: <a href="http://www.nationalservice.gov">www.nationalservice.gov</a> 5) National Service-Learning Clearinghouse: <a href="http://www.servicelearning.org">www.servicelearning.org</a> 6) European Observatory of Service-Learning in Higher Education: <a href="https://www.eoslhe.eu">https://www.eoslhe.eu</a>		
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successful completion of tasks; student questionnaire on the quality of teaching and teachers at the Faculty level; passed the fulfillment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	Informatic classroom if it is possible.		



### 3. STUDY PERFORMANCE CONDITIONS

#### 3.1. Places of the study performance

Faculty premises (list existing buildings, buildings under construction and planned construction)	
Building name	Building of Faculty of Humanities and Social Sciences, Poljičanka
Building location	Poljička cesta 35, 21000 Split
Year of construction	1991, adaptation in 2018
Total area in m <sup>2</sup>	5217.00 m <sup>2</sup>

#### 3.2. List of teachers and associate teachers

Course	Teachers and associate teachers
The Origins of the Modern Nation State	Josip Vrandečić, Marko Rimac, Nikša Varezić, Andrea Feldman, Naida Mihal-Brandl
The Origins of Israeli State	Ivan Matijević, Ruth Eitan
The Origins of Croatian State	Aleksandar Jakir, Josip Vrandečić, Tonija Andrić, Marko Rimac, Nikša Varezić, Ivan Matijević, Zvonimir Forker, Andrijana Perković Paloš
Community and Resilience	Sanja Stanić, Ivanka Buzov, Merav Moshe-Grodofsky
Society and Religion	Ankica Marinović, Ori Lev
Territories and Borders	Nikola Glamuzina, Marko Rimac, Erez Tzfadia
Challenges of Democracy	Bruno Ćurko, Mouli Bentman
Comparative Government	Željko Radić, Petar Bačić
Educational policies in Europe	Ivana Batarelo Kokić
Comparative Art	Vedran Barbarić, Ivana Prijatelj Pavičić, Shalom Sabar, Ivana Čapeta Rakić, Silva Kalčić, Dalibor Prančević, Ana Torlak
Literature and Identity	Gordana Galić Kakkonen, Nikica Mihaljević, Lucijana Armanda Šundov
Cyber Security	Tonči Prodan, Josip Kasum, Damir Mihanović
Croatian-Israeli Relationship	Dragan Primorac, Illan Mor
Social Crossroads in Film	Brian Willems, Dan Oki (Slobodan Jokić), Srećko Jurišić
National Identity in Music	Ivana Tomić Ferić, Maja Milošević Carić, Tamara Jurkić Sviben
Intercultural Music Education	Snježana Dobrota, Marijo Krnić
Challenges of Migration and Human Rights	Marita Brčić Kuljiš, Ori Lev, Erez Tzfadia
Artificial Intelligence	Virginia Dignum, Antonija Mijatović
State and Market Economic Analysis	Snježana Pivac, Maja Mihaljević Kosor, Vladimir Šimić
Entrepreneurship and Innovation	Renata Relja, Toni Popović, Tea Gutović

Modern Diplomacy and Public Relations	Ivana Bilić, Kolinda Grabar Kitarović, James Brendan Foley
Principles of Scientific Research in Social Sciences and Humanities	Ana Marušić, Darko Hren
Mediterranean as the Cradle of Multiculturalism	Gloria Vickov, Antonela Marić, Bruno Ćurko, Magdalena Joanna Nowak, Iwona Sakowicz-Tebinka, Barbara Klasa
Society Designed Well-Being	Tonča Jukić, Ina Reić Ercegovac
Service Learning in Modern Society	Ivana Bilić, Ivana Jadrić
Master's Thesis	

### 3.3. Information about teachers and instructors

First and last name and title of teacher	<b>Josip Vrandečić</b> , Ph.D., Distinguished Professor
The course he/she teaches in the proposed study programme	The Origins of Modern Nation State The Origins of Croatian State
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Antofagaste 16, 21000 Split
Telephone number	091/5688819
E-mail address	jvrandecic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	169364
Research or art rank, and date of last rank appointment	Scientific Advisor with Tenure
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Tenured Professor 19 December 2019
Area and field of election into research or art rank	Humanities, History
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Philosophy
Date of employment	1 October 2006
Name of position (professor, researcher, associate teacher, etc.)	Tenured Professor
Field of research	Humanities
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph. D.
Institution	Yale University
Place	New Haven, Connecticut, SAD
Date	4 December 2000
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	

Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (3)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Teaching assistant, Yale University
Authorship of university/faculty textbooks in the field of the course	<ol style="list-style-type: none"> <li>1. Tihomir Cipek, Josip Vrandečić (ur.), <i>Hrestomatija liberalnih ideja u Hrvatskoj</i>, (Friedrich Neumann Stiftung - Disput, Zagreb 2004).</li> <li>2. Josip Vrandečić, Miroslav Bertoša, <i>Dalmacija, Dubrovnik i Istra u ranom novom vijeku</i>, (Leykam international, Zagreb), 2007.</li> <li>3. Josip Vrandečić, Marko Trogrlić (ur.), <i>Dalmacija 1870-ih u svjetlu bečke politike i "istočnoga pitanja"</i>, (Odjel za povijest Sveučilišta u Zadru, Zadar), 2007.</li> <li>4. Tihomir, Cipek, Josip Vrandečić (ur.), <i>Nacija i nacionalizam u hrvatskoj povijesnoj tradiciji</i>, (Alinea, Zagreb), 2007.</li> <li>5. Josip Vrandečić, <i>Borba za Jadran u ranom novom vijeku: Mletačko-osmanski ratovi u venecijanskoj nuncijaturi</i>, (Odsjek za povijest Filozofskog fakuleta u Splitu, Split), 2013.</li> </ol>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Military Revolution in the Mediterranean in the 16<sup>th</sup> century: "Bitka kod Graca 1666. u izvješćima Mletačke nuncijature u Tajnom vatikanskom arhivu", u: <i>Prilozi poznavanju književnosti Nike Andrijaševića (1882.-1951.) i povijesti Gradca</i>, Gradski muzej Makarska, Makarska, 2020., 31-42. (Social History of Dalmatia in the 16<sup>th</sup> and 17<sup>th</sup> Centuries)</p> <p>Early Modern Mediterranean World: <i>Zadarski nadbiskup Minuccio Minucci i njegova jadranska misija</i>, Zagreb : Leykam international ; Split : Filozofski fakultet, Odsjek za povijest, 2017., 383. (Social History of Dalmatia in the 16<sup>th</sup> and 17<sup>th</sup> Centuries)</p> <p>The History of the Bay of Kotor during the Venetian Rule (1420-1797): M. Trogrlić - J. Vrandečić, „Dalmacija i Boka kotorska od 1797. do 1918.“ u: <i>Temelji moderne hrvatske : hrvatske zemlje u „dugom“ 19. stoljeću</i>, Zagreb : Matica hrvatska, 2916, 495-528.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Scientific project (MZOS) French Rule in Dalmatia</p> <p>Scientific project (Hrvatska zaklada za znanost) The Modern Adriatic Geopolitics</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired	Faculty of Philosophy in Zadar, the group of pedagogical courses

the methodological-psychological-didactic-pedagogical group of competences	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Marko Rimac</b> , Ph.D, Assistant Professor
The course he/she teaches in the proposed study programme	The Origins of Modern Nation State The Origins of Croatian State Territories and Borders
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 541 917
E-mail address	<a href="mailto:mrimac@ffst.hr">mrimac@ffst.hr</a>
Personal web page	<a href="http://www.ffst.unist.hr/marko.rimac">http://www.ffst.unist.hr/marko.rimac</a>
Year of birth	/
Scientist ID	298270
Research or art rank, and date of last rank appointment	Research Associate, 29th January 2015.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 1st December 2016
Area and field of election into research or art rank	Humanities, History
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split, Department for history
Date of employment	1/12/2016
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	History
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph. D
Institution	Faculty of Humanities and Social Sciences, University of Zagreb, Department for history
Place	Zagreb
Date	2014
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 3

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German – 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Habsburg Monarchy and Adriatic Space (1526-1790) and Adriatic Space and the Otoman Empire: 1. Marko Rimac – Josip Dukić: Pismo fra Pavla iz sužanjstva u Urfi (Edesa) 1699. godine; <i>Crkva u svijetu</i> <b>55</b> (2020), 2; str. 197-207. 2. Izvještaj Zorzija Balba o opsadi Sinja 1715. godine; <i>300. obljetnica slavne obrane Sinja 1715. godine (1715.-2015.)</i> str. 167-181; Sinj 2018. 3. Marko Rimac: Stanovništvo Vrane u svjetlu jedne seobe Morlaka početkom Morejskog rata; <i>Braća Vranjani i vransko područje tijekom povijesti: zbornik radova</i> str. 301-312; Zadar 2017.
	Landscape History: 1. Mletački katastar Sinja 1705. godine; <i>300. obljetnica slavne obrane Sinja 1715. godine (1715.-2015.)</i> str. 127-133; Sinj 2018. 2. Milan Lažeta – Marko Rimac: <i>Budići od Gornjih Poljica do Gornjih Ričica</i> ; Zagreb 2018.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	- COST CA18129 – Islamic legacy: Narratives East, West, South, North of the Mediterranean (1350-1750) (2019.- ) - The Modern Geopolitics of the Adriatic Sea, 1493-1914 (2013.-2017.)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	Annual award of the Society of university teachers and other scientists of the University of Zagreb to young scientists and artists for the year 2011

First and last name and title of teacher	<b>Nikša Varezić</b> , Ph.D, Assistant professor
The course he/she teaches in the proposed study programme	The Origins of Modern Nation State The Origins of Croatian State
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	+38521 545567
E-mail address	nvarezic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	309843
Research or art rank, and date of last rank appointment	Research Assistant – 19/12/2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor Assistant – 16/04/2019
Area and field of election into research or art rank	Humanities, field of history, branch of Croatian and world modern and contemporary history.
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01/10/2008
Name of position (professor, researcher, associate teacher, etc.)	Professor Assistant
Field of research	Humanities, Croatian and Mediterranean History of the Early Modern period
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph.D
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	5/03/2015
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2009/2010., 2014., 2016.
Place	Rome, Italy
Institution	Vatican School of Palaeography, Diplomatic and Archival; Pontifical Gregorian University; École française de Rome
Field of training	Archival, Early Modern History of the Church and Papacy
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin (3)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name)	Introduction to History (Teacher undergraduate study)

title of course, study programme where it is/was offered, and level of study programme)	Historical Phenomenology (Teacher undergraduate study)
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>History of the Dubrovnik Republic through the Roman Archives and History of the Republic of Dubrovnik:</p> <ul style="list-style-type: none"> <li>- "Dosta je reći u Rimu da bi se reklo čitavom svijetu. Dubrovačka Republika i Sveta Stolica tijekom 16. i 17. stoljeća", Hrvatska akademija znanosti i umjetnosti, Zavod za povijesne znanosti u Dubrovniku, Zagreb-Dubrovnik, 2018., 392 str.</li> <li>- "La Santa Sede e la Repubblica di Ragusa nella prima età moderna: Continuità e mutamenti di una complessa storia diplomatica", u: Römische Historische Mitteilungen, 60, Wien: Österreichische Akademie der Wissenschaften, Historisches Institut beim Österreichischen Kulturforum in Rom, 2018, 117-147.</li> <li>- "Solidarnost u doba krize: rimski kardinal „zaštitnik“ i Dubrovačka Republika tijekom velikih izazova 17. stoljeća", u: Sačuvaj nas bože rata, kuge, gladi i velike trešnje. Dubrovnik kroz krize, sukobe i solidarnost. Zbornik radova iz sesije „Dubrovnik kroz krize, sukobe i solidarnosti“ održane u sklopu v. kongresa hrvatskih povjesničara na Sveučilištu u Zadru od 5. do 8. listopada 2016. ur. Gordan Ravančić, Zagreb: Hrvatski institut za povijest, 2017, 35-76.</li> </ul> <p>Habsburg Monarchy and the Adriatic Area: "Josip Juraj Strossmayer i Dalmacija", u: Josip Juraj Strossmayer 1815.-2015. Zbornik radova Međunarodnog znanstvenog simpozija prigodom 200. obljetnice Strossmayerovog rođenja. Đakovo 1.—2. listopada 2015. ur. Grgo Grbešić, Darija Damjanović Barišić, Đakovo: 2017. 295-322.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Research project (MZOS): Dalmatia and the Habsburg central institution in the 19th century (2008.-2014.),  Research project (Croatian Science Foundation): Adriatic geopolitics, 16-20. century (2014.-2019.)  Research project (Croatian Science Foundation): MEDEA, Modern European Diplomacies and Eastern Adriatic (2020.-2024.)</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Faculty of Humanities and Social Sciences, University of Zagreb, a group of teaching subjects in the major study of history
<b>PRIZES AND AWARDS</b>	



Prizes and awards for teaching and scholarly/artistic work	/
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First and last name and title of teacher	<b>Naida-Mihal Brandl</b> , Ph.D., Assistant Professor
The course he/she teaches in the proposed study programme	The Origins of Modern Nation State
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Grada Mainza 26, 10000 Zagreb
Telephone number	098-1382-666
E-mail address	<a href="mailto:mbrandl@ffzg.hr">mbrandl@ffzg.hr</a>
Personal web page	<a href="https://theta.ffzg.hr/ECTS/Osoba/Index/3074">https://theta.ffzg.hr/ECTS/Osoba/Index/3074</a>
Year of birth	1971
Scientist ID	302922
Research or art rank, and date of last rank appointment	Higher Research Assistant, May 6, 2022
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, June 7, 2017
Area and field of election into research or art rank	History; Modern and Contemporary History
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Zagreb, Faculty of Humanities and Social Sciences
Date of employment	June 1, 2007
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	History, Jewish history, Judaic Studies
Function	Chair of Judaic Studies
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD in History
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb, Croatia
Date	June 29, 2015
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Hebrew, 3-4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 2; German, 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name)	Pregled židovske povijesti u modernom i suvremenom razdoblju (Judaic studies, BA)

title of course, study programme where it is/was offered, and level of study programme)	Between the Empires: Jewish history in Croat Lands until the 20th century (Judaic studies, BA) Jewish history in Croatia in the 20th century (Judaic studies, BA) Odabrane teme iz judaistike: Moderni židovski identiteti (Judaic studies, MA) Selected Topics in Jewish Modern and Contemporary History: History of Israel (Judaic studies, MA) Teaching about the Shoah (Judaic studies, MA)
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Oduzimanje židovske imovine u Hrvatskoj: Zagreb kao studija slučaja / Appropriation of the Jewish property in Croatia: Zagreb case study. Zagreb: Leykam International (u tisku). 2. "Židovski studiji u srednjoj i istočnoj Europi". Crkva u svijetu 55:4 (2020): 860–892 3. "Židovi trgovci, parcenevoli i špediteri na Jadranu u 18. stoljeću iz Hrvatskih pomorskih regesta, I–II. sv." Historijski zbornik 73:2 (2020): 23–54 4. "Ljepši si izgledao u majici! – Pisma Karle Duhar Koči Popoviću". Liber amicorum. Zbornik radova u čast profesora Iva Banca. ISBN 978-953-169-472-8. Zagreb: Hrvatska sveučilišna naklada (2021), 203–228 5. Presenza degli Ebrei nel commercio marittimo di granaglie durante il Settecento nel mare Adriatico dai Regesti marittimi croati, vol. I-III, <i>Problemi sjevernog Jadrana</i> 19 (2021): 11–44
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2021–2023: Rediscovering "NewEurope" – On-Wheels summer school for Balkan/Central and Eastern Europe trans-border history and politics 2022–2024: Civic engagement of cultural and historical heritage in urban and sub-urban environment – EU context, perspectives & good practices
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Andrea Feldman</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	The Origins of the Modern Nation State
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Remetska cesta 3b, Zagreb
Telephone number	+385 98 170 1310

E-mail address	feldman.andrea@gmail.com
Personal web page	/
Year of birth	1960
Scientist ID	133171
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	2017 Associate Professor 2022 up for tenure
Area and field of election into research or art rank	Humanities / history
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Zagreb, Faculty of Teacher Education
Date of employment	2010
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	History
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph.D. in History
Institution	Yale University
Place	New Haven, CT, US
Date	2009
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	Author of Croatian History in European Perspective (2022 forthcoming in Croatian)
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<b>Andrea Feldman</b> , "Proto-Feminists despite Themselves: Women and the Catholic Church in Croatia in the aftermath of the Second Vatican Council", <i>The Trauma of Communism</i> , University of Notre Dame, forthcoming 2022.

	<p><b>Andrea Feldman</b>, „New Women in New State: Feminist Expectations of Yugoslav Unification”, Review of Croatian History, forthcoming 2022.</p> <p><b>Andrea Feldman</b>. “Kállay's Dilemma: On the Challenge of Creating a Manageable Identity in Bosnia and Herzegovina, (1882-1903)”. Review of Croatian History, 2017.</p> <p><b>Andrea Feldman</b>. “Sarajevo i Bosna i Hercegovina u radovima Tomislava Krizmana”, u: Sarajevo i svijet, priredio Rusmir Mahmutćehajić, <i>Forum Bosnae</i>, 77/17, 15-38.</p> <p><b>Andrea Feldman et al.</b> (2000.): <i>Liberalna misao u Hrvatskoj. Prilozi povijesti liberalizma od kraja 18. do sredine 20. stoljeća</i>, Friedrich-Naumann-Stiftung, Zagreb, str. 408. ISBN 953-96037-7-3</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Project leader: Modern Women Thinkers: Intellectual History of Women in 20th century Croatia. Project supported by Croatian Science Foundation (2018-2023)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Ivan Matijević</b> , Ph. D, Associate Professor
The course he/she teaches in the proposed study programme	The Origins of Israeli State The Origins of Croatian State
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	+ 385 21 545 571
E-mail address	ivan.matijevic@ffst.hr
Personal web page	<a href="http://ffst.academia.edu/IvanMatijević">http://ffst.academia.edu/IvanMatijević</a>
Year of birth	/
Scientist ID	320090
Research or art rank, and date of last rank appointment	Senior Research Associate 17/09/2021

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor Associate 15/12/2021
Area and field of election into research or art rank	Humanities, History
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	15/12/2021
Name of position (professor, researcher, associate teacher, etc.)	Professor Associate
Field of research	History of the Roman Empire, Roman army and administration
Function	Professor Associate
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph. D
Institution	Zadar University
Place	Zadar
Date	24/04/2015
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2013.
Place	Rome
Institution	École française de Rome
Field of training	Roman history
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	The City in Antiquity on Eastern Adriatic Coast: 2016. „Gaj Julije Avit Aleksijan - namjesnik rimske provincije Dalmacije“, Tusculum – časopis za solinske teme 9, Solin 2016, pp. 69-82. Paganism and Christianity in Mutual Relationship and Religions in Antiquity: Similarities and Differences between Greek, Etruscan and Roman Religions: 2015. „Štovanje božanstava među vojnicima u Saloni tijekom principata“, Tusculum – časopis za solinske teme 8, Solin 2015, pp. 25-32 The Art of Warfare in the Ancient World: 2016. „Četiri neobjavljena portreta iz Salone“, suautor Nenad Cambi, Tusculum – časopis za solinske teme 9, Solin 2016, pp. 61-68.

	2015. „Rimski vojnici i njihovi oslobođenici na natpisima iz Salone iz doba principata“, Vjesnik za arheologiju i historiju dalmatinsku 108, Split 2015, pp. 131-156.
	Types of Roman Authority: Kingdom-Republic-Empire: 2014. „Spominje li natpis CIL 3, 8738 konzularnog kornikularija ili beneficijarija?“, Spalatumque dedit ortum. Zbornik povodom desete godišnjice Odsjeka za povijest Filozofskog fakulteta u Splitu (ur. Basić, Ivan; Rimac, Marko), Split 2014, pp. 109-117.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Ruth Eitan</b> , Ph.D.
The course he/she teaches in the proposed study programme	The Origins of Israeli State
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	17 Meishar str. 4863232 Rosh Haayin, Israel
Telephone number	00972-54-6755278
E-mail address	Eitanruth999@gmail.com
Personal web page	/
Year of birth	1958
Scientist ID	/
Research or art rank, and date of last rank appointment	1999
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	1999
Area and field of election into research or art rank	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	www.maimonides.eu
Date of employment	01/01/2020
Name of position (professor, researcher, associate teacher, etc.)	Historian
Field of research	German and Israeli History
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD

Institution	Ben Gurion University
Place	Beer Sheva, Israel
Date	1999
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Hebrew
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Teaching the course for 20 years
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/



First and last name and title of teacher	<b>Aleksandar Jakir</b> , Ph.D., Full Professor
The course he/she teaches in the proposed study programme	The Origins of Croatian State
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Spli
Telephone number	021 545 558
E-mail address	ajakir@ffst.hr
Personal web page	<a href="http://www.ffst.unist.hr/aleksandar.jakir">http://www.ffst.unist.hr/aleksandar.jakir</a>
Year of birth	/
Scientist ID	295432
Research or art rank, and date of last rank appointment	Senior Academic Adviser with Tenure, 21/3/2019
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor with Tenure, 18/9/2019
Area and field of election into research or art rank	Historical science, Croatian History and Contemporary and Modern History
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split, Croatia, Faculty of Humanities and Social Sciences
Date of employment	01/03/2007
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Croatian History and Contemporary and Modern History
Function	Dean of the Faculty of Humanities and Social Sciences University of Split since October, 1 <sup>st</sup> 2013
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Erlangen-Nuremberg (Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany)
Place	Erlangen
Date	1997
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2009
Place	Zagreb
Institution	Agency for Science and Higher Education
Field of training	Quality Assurance Auditor in Higher Education
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
First languages	German / Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French 2
<b>COMPETENCES FOR THE COURSE</b>	

<p>Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)</p>	<p>From 1997-99 Scientific collaborator at the Historical Institute at the University in Jena (Friedrich-Schiller-Universität Jena, Germany)</p> <p>From 1999-2006 Assistant professor at the Department for East European History at University of Marburg (Philipps-Universität Marburg, Germany)</p> <p>Guest professor: 1998-99 and 2006-2007 for Southeast European History at University of Basel (Switzerland).</p> <p>At all these institutions I have taught courses in my field of expertise.</p>
<p>Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)</p>	<p>Croatian Society in the First Half of the 20<sup>th</sup> Century, I and II:</p> <ul style="list-style-type: none"> <li>- Rimski ugovori između NDH i Italije. In: Rimski ugovori : Kraljevina Italija, Kraljevina Hrvatska (NDH), 18. svibnja 1941. / priredili Marin Kuzmić, Boris Vušković. - Split : Udruga antifašista i antifašističkih boraca grada Splita, 2016, 24-53.</li> <li>- O nekim značajkama razvoja Splita u međuratnom razdoblju. In: Drago Roksanđić i Ivana Cvijović Javorina (eds.), <i>Vladan Desnica i Split 1920. – 1945. Zbornik radova sa znanstvenog skupa Desničini susreti 2014.</i>, Zagreb: FF-press - Split: Filozofski fakultet 2015, 13-25.</li> <li>- Dalmatien (together with Marko Trogrlić). In: Oliver Schmitt i Thomas Metzelin (eds.): <i>Das Südosteuropa der Regionen; Sitzungsberichte der phil.-hist. Klasse 858</i> Verlag der Österreichischen Akademie der Wissenschaften, Wien 2015, 91-131.</li> <li>- Die 7. SS-Freiwilligen-Gebirgs-Division „Prinz Eugen“ in Dalmatien (7. dobrovoljačka SS divizija „Prinz Eugen“ u Dalmaciji). In: Ingo Loose / Burkhard Olschowsky (eds.): <i>Nationalsozialismus und Regionalbewusstsein im östlichen Europa. Ideologie – Machtausbau – Beharrung.</i> München-Berlin 2016, DE GRUYTER OLDENBOURG 2016, 369-386.</li> <li>- Dalmacija u procesima stvaranja moderne nacije u 19. i 20. stoljeću. In: Ivan Basić/Marko Rimac (eds.): <i>Spalatumque dedit ortum – U Splitu bio je rođen. Zbornik povodom desete godišnjice Odsjeka za povijest Filozofskog fakulteta u Splitu, Filozofski fakultet 2014</i>, 451-477.</li> <li>- Konfessionelle Prägungen und kulturelle Milieus im Prozess der Herausbildung moderner nationaler Identitäten am Beispiel Dalmatiens in der Zeit zwischen den Weltkriegen. In: Aleksandar Jakir/Marko Trogrlić (eds.): <i>Klerus und Nation in Südosteuropa vom 19. bis zum 21. Jahrhundert. (=PRO ORIENTE. Schriftenreihe der Kommission für südosteuropäische Geschichte Herausgegeben von Alois Mosser. Band 6)</i> PETER LANG Internationaler Verlag der Wissenschaften, Frankfurt am Main · Bern · Bruxelles · New York · Oxford · Warschau · Wien 2014., 99-122.</li> <li>- Die Sokol-Bruderschaft zwischen den Weltkriegen in Dalmatien, u: Tanja Zimmermann (ur.): <i>Brüderlichkeit und Bruderzwist. Mediale Inszenierungen des Aufbaus und des Niedergangs politischer Gemeinschaften in Ost- und Südosteuropa (Kultur- und Sozialgeschichte Osteuropas / Cultural and Social History of Eastern Europe, Band 2 - Vandenhoeck &amp; Ruprecht), Göttingen 2014</i>, 99-14.</li> <li>- <i>Wirtschaft</i> und Wirtschaftsreformen im sozialistischen Jugoslawien. In: Hannes Grandits/Holm Sundhaussen (eds.):</li> </ul>

	<p>Jugoslawien in den 60er Jahren. Auf dem Weg zu einem (a)normalen Staat? Wiesbaden (Harrasowitz) 2013, 83-108.</p> <p>- <i>Memories in Conflict. Remembering the Partisans, the Second World War and Bleiburg in Croatia</i>, in: Tanja Zimmermann (ed.): <i>Balkan Memories: Media Constructions of National and Transnational History</i> (transcript) Bielefeld 2012, 187-205.</p> <p>- <i>Nemoguća misija i početak kraja? Gospodarske reforme u SFR Jugoslaviji tijekom 1960ih godina</i>. In: VPOGLEDI 4. <i>Iz hrvatske povijesti 20. stoljeća – Iz hrvatske zgodovine 20. stoletja</i>. Uredniki: Iskra Iveljić, Stjepan Matković in Žarko Lazarević. (Inštitut za novejšo zgodovino). Ljubljana 2012, 91-110.</p> <p>- <i>Anti-communist guerilla in Croatia, 1945 – 1951</i>. In: Peter Jašek (ed.): <i>Protikomunistický odboj v strednej a východnej Európe / Anti-Communist resistance in Central and Eastern Europe</i>. (Nations Memory Institute) Bratislava 2012, 434 – 449.</p> <p>- <i>The Economic Trigger - The status of 'Nationality' in a 'Self-Managed' Economy During the 1960s and 1970s in Socialist Yugoslavia</i>. In: Marie-Janine Calic, Dietmar Neutatz, Julia Obertreis (eds): <i>The Crisis of Socialist Modernity. The Soviet Union and Yugoslavia in the 1970s</i>. (Vandenhoeck&amp;Ruprecht) Göttingen 2011, 134-155.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>- Cultural science network for South-East European Studies "Media and Memoria in South-Eastern Europe"</p> <p>- <i>Das Südosteuropa der Regionen</i></p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Tonija Andrić</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	The Origins of Croatian State
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, Split
Telephone number	(021) 541 919
E-mail address	tonija@ffst.hr
Personal web page	<a href="https://ffst.academia.edu/tandric">https://ffst.academia.edu/tandric</a>
Year of birth	/
Scientist ID	309854
Research or art rank, and date of last rank appointment	Senior Research Associate 13/04/2021
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor Associate 15/09/2021
Area and field of election into research or art rank	Humanities, History

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01/10/2008
Name of position (professor, researcher, associate teacher, etc.)	Professor Assistant
Field of research	National and world history of the Middle Ages
Function	Professor Assistant
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D
Institution	Croatian study, University of Zagreb
Place	Zagreb
Date	25/04/2004
INFORMATION ON ADDITIONAL TRAINING	
Year	2010
Place	Vienna
Institution	Department fr History of Southeast Europe, University of Vienna
Field of training	Medieval history
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Introduction to the History, Teacher Education, Faculty of Humanities and Social Sciences of Split University, undergraduate programme.
Authorship of university/faculty textbooks in the field of the course	University textbook: <i>Povijest Splita u srednjem vijeku (History of Split in the Middle Ages)</i> , Zagreb-Split 2020. (in print)
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	History of Split in the Late Middle Ages: - „Urban Space and Economic Activity in Late Medieval Split“, <i>Reform and Renewal in Medieval East and Central Europe: Politics, Law and Society</i> (ur. Suzana Miljan, Eva B. Halasz, Alexandru Simon), Cluj-Napoca – Zagreb – London 2019., str. 563-583. - „Social and Economic History in the Work of F. C. A. Tomislav Raukar“, <i>Annales in Perspective: Designs and Accomplishments</i> , vol. 1 (ed. Rokсандić, Drago; Šimetin Šegvić Filip; Šimetin Šegvić, Nikolina), Zagreb 2019., str. 431-436. - „The Middle-Class Entrepreneurial Elite in Šibenik and Split (15 <sup>th</sup> century)“, <i>Povijesni prilozi</i> , br. 56, Zagreb 2019., str. 109-130. (u koautorstvu s Antom Birinom)

	<p>- <i>Život u srednjovjekovnom Splitu. Svakodnevica obrtnika u 14. i 15. stoljeću (Life in the medieval Split: Daily Life of artisans in the 14th and 15th centuries)</i>, Zagreb-Split 2018.</p> <p>- „<b>Brodarstvo kasnosrednjovjekovnog Splita. Brodograditelji i brodovlasnici kao dio onodobne društvene elite</b>“ („Shipping of late medieval Split. Shipbuilders and shipowners as part of the social elite of that time“), <i>Pomorski Split do početka 20. stoljeća. Zbornik radova s međunarodnog znanstvenog skupa održanog u Splitu 26. i 27. rujna 2016.</i> (ur. Cambi, Nenad; Duplančić, Arsen), Split, str. 157-183.</p> <p>Auxiliary Historical Sciences, I and II:</p> <p>- <b>“Nekoliko starih recepata za pravljenje pisaće tinte iz knjižnice franjevačkog samostana u Zaostrogu”</b>, („A few old recipes for making writing ink from the library of the Franciscan monastery in Zaostrog“) <i>Portal – godišnjak Hrvatskog restauratorskog zavoda</i>, br. 8, Zagreb 2016, str. 81-97 (with Jurica Matijević i Jelica Zelić).</p> <p>- „Matrikula splitske bratovštine Gospe od Dobrića iz 16. st. Paleografsko-diplomatička i sadržanja analiza s kritičkim prijepisom teksta“ („Rules of Split's Confraternity of Our Lady of Dobrić from the 16th Century. Paleographic, Diplomatic and Historical Analysis with Critical Transcription of the Text“), <i>Croatica Christiana Periodica</i>, br. 85, Zagreb 2020., str. 37-50.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<b>TOPOS. Topography of Government: Eastern Adriatic Cities in Medieval Areas of Government (2020-2024) (CFS)</b> URBES. Cities of Croatian Middle Ages. Urban space and urban Elites (2015-2019) (CSF) The Latin sources, studies and tools for social and economic history (2005-2008) (MZOS)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Croatian Studies, University of Zagreb, a group of teaching subjects in the major study of history
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Zvonimir Forker, MA</b> , Assistant
The course he teaches in the proposed study programme	The Origins of Croatian State
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545 571
E-mail address	zforker@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	374520

Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences in Split
Date of employment	01. 01. 2019.
Name of position (professor, researcher, associate teacher, etc.)	Assistant
Field of research	Antique history
Function	ECTS commissioner on the Department for History
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	History teacher and an archeologist
Institution	University in Zadar
Place	Zadar
Date	17. 10. 2006.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/



The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Graduate study programme at University of Zadar
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Andrijana Perković Paloš</b> , Ph.D., Research Fellow
The course he/she teaches in the proposed study programme	The Origins of Croatian State
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Borisa Papandopula 21, 21 000 Split
Telephone number	098 943 1511
E-mail address	<a href="mailto:ppalos.andrijana@gmail.com">ppalos.andrijana@gmail.com</a> <a href="mailto:andper1@ffst.hr">andper1@ffst.hr</a>
Personal web page	N/A
Year of birth	1998
Scientist ID	373526
Research or art rank, and date of last rank appointment	Research Fellow, September 17 2021
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Adjunct Senior Instructor October 6-7 2020
Area and field of election into research or art rank	Area: Interdisciplinary humanities Field: History
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	CROKlio, one person company for intellectual services
Date of employment	November 16, 2021
Name of position (professor, researcher, associate teacher, etc.)	Owner, consultant and researcher
Field of research	History
Function	Researcher, translator
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD in the Humanities, Field of Interdisciplinary Humanities
Institution	Faculty of Humanities and Social Sciences, University of Split
Place	Split
Date	December 7, 2018
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (5)



Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ol style="list-style-type: none"> <li>1. Croatian History I (Department of Teacher Education, 1st year of undergraduate study)</li> <li>2. Croatian Society in the XXth century (Department of History, 2nd year of graduate study)</li> <li>3. Croatian History after 1945 (Department of History, 3rd year of undergraduate study)</li> <li>4. Teaching Controversial and Sensitive Issues in History Teaching, I/II (Department of History, 1st year of graduate program)</li> <li>5. Introduction to Scientific Literacy (Department of Pedagogy, 2nd year of undergraduate study)</li> </ol>
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Perković Paloš, A. Vlada demokratskog jedinstva [Democratic Unity Government]. Zagreb: Hrvatski memorijalno-dokumentacijski centar Domovinskog rata, 2020.</li> <li>2. Perković Paloš, A. Croatian Leadership and Jews in the 1990s. ST-OPEN. 2020; 1: e2020.1619.39.</li> <li>3. Perković Paloš, A. The Croatian War of Independence (1991-1995). In Croatia: Past, Present, and Future, M. Marušić (ed.), 267-294.</li> <li>4. Jakir, A, Perković Paloš A, Sabolović M (ed.). Hrvatska – put prema teritorijalnoj cjelovitosti, Zbornik radova međunarodnog znanstvenog skupa održanog na Filozofskom fakultetu u Splitu 26. lipnja 2015. [Croatia – Path Towards Territorial Integrity. Proceedings From the International Conference Held at the Faculty of Philosophy June 26th 2015]. Split: University of Split, Faculty of Humanities and Social Sciences: Croatian Homeland War Memorial and Documentation Center], 2018.</li> <li>5. Perković Paloš, Andrijana. 2017. "Suživot Hrvata i Srba tijekom srpske pobune u Hrvatskoj: primjer Sjeverne Dalmacije," In Vojno-geografski aspekti obrambenoga Domovinskog rata. Zbornik radova znanstveno-stručnog skupa ["Coexistence of Croats and Serbs During the Serb Insurgency in Croatia: Example of the Northern Dalmatia." In Military-Geographic Aspects of the Defense Homeland War. Proceedings from the Scientific Conference], edited by Marin Sabolović, 33-47. Zadar: University of Zadar.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of	Graduate Study Programme: Basics of Pedagogy Didactics Methodology of History Teaching, I Methodology of History Teaching, II

competences?-pedagoške kompetencije?	Professional Practice in the Teaching Base Teaching practice
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/
First and last name and title of teacher	<b>Sanja Stanić</b> , Ph. D., Full Professor
The course he/she teaches in the proposed study programme	Community and Resilience
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35
Telephone number	021 329 284
E-mail address	<a href="mailto:ssanic@fst.hr">ssanic@fst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	297695
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor 31.10.2019.
Area and field of election into research or art rank	Social sciences, Sociology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	01.10.2007.
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Sociology
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doctoral degree
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	2008.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name)	Sociology / Pre-school education Sociology /Teacher education

title of course, study programme where it is/was offered, and level of study programme)	Social Structure, Social Processes, sociology of Space, Sociology of Consumption/ Undergraduate Study of Sociology
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Stanić, Sanja, Ninčević, Antonia (2018) Privrženost gradu: socioprostorne veze u urbanom kontekstu. Split: Filozofski fakultet, Sveučilište u Splitu.</li> <li>2. Stanić, S., Jelača, L. (2017). Društveni kontekst čitanja i knjige: mišljenja i stavovi učenika, Školski vjesnik: časopis za pedagoška i školska pitanja, 66(2), 180-199.</li> <li>3. Stanić, Sanja (2016) Temeljne značajke teorije potrošnje u djelima Jeana Baudrillarda, Pierrea Bourdieua i Georgea Ritzera, Revija za sociologiju 46 (1): 33–60.</li> <li>4. Stanić, S., Hren, D., Buzov, I. (2016). Schools, Local Communities and Communication: Above and Beyond the Stakeholders. U: Alfirević, N., Burušić, J., Pavičić, J., Relja, R. (ur.). School Effectiveness and Educational Management – Towards a South-Eastern Europe Research and Public Policy Agenda (str. 49-65).</li> <li>5. Stanić, Sanja, Leon, Jelača (2015) Promjene u strukturama stanovništva grada Knina, Godišnjak TITIUS: godišnjak za interdisciplinarna istraživanja porječja Krke, 8(8): 185-210.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Graduate study of sociology, Faculty of Political Sciences University of Sarajevo
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Ivanka Buzov</b> , Ph. D., Associate Professor
The course he/she teaches in the proposed study programme	Community and Resilience
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Split, Poljička cesta 35
Telephone number	(021) 32 92 84
E-mail address	<a href="mailto:ibuzov@ffst.hr">ibuzov@ffst.hr</a>
Personal web page	/
Year of birth	1958
Scientist ID	298413
Research or art rank, and date of last rank appointment	Senior Scientific Associate, 9.4. 2021.

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 15. 09. 2021.
Area and field of election into research or art rank	Social Sciences, Sociology, a branch of special sociology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01.10. 2007.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Teaching (lectures, seminars, workshops, mentoring for final and diploma theses); Scientific research work; Collaborator on national and international projects of the Faculty of Philosophy in Split and the University of Split.
Function	Head of Department of Sociology (2017-2020); Coordinator for professional practice in teaching bases (from 2016)
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	09. 10. 2013.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2016.
Place	Erfurt and Kassel, Germany
Institution	University of Erfurt and University of Kassel
Field of training	Service Learning at the university ( "Socially useful learning for sustainable development at the university")
Year	2018
Place	Nikozia, Cyprus
Institution	CARET, Center for the Advancement of Research & Development in Educational Technology (Project INTERCAP: Developing capacities together: European CSO University network for global learning on migration, security and sustainable development in an interdependent world)
Field of training	Migration and sustainable development
Year	2019.
Place	Porto, Portugal
Institution	University of Porto, Faculty of Psychology and Educational Sciences
Field of training	Research on interventions in education
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French, (2)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Educational perspectives in new integrations; Civil society; Ecosystems and society; Sociology of the environment – Undergraduate study of sociology.

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Buzov, I. , Cvitković, E., Rončević, N.(2020). Prema mogućnostima implementacije obrazovanja za održivi razvoj na sveučilištu, <i>Socijalna ekologija</i>, 29(1):3-25</li> <li>2. Buzov, I., i Rončević,N. (2017). Razumijevanje koncepta održivog razvoja studenata Sveučilišta u Splitu i Rijeci. // <i>ZNANSTVENO-STRUČNI SKUP Održivi razvoj i odgojno- obrazovni sustav Hrvatske</i> / Radeka, Igor (ur.). Zadar: Sveučilište u Zadru, str. 263-272.</li> <li>3. Buzov, I., i Rončević,N. (2017). Razumijevanje koncepta održivog razvoja studenata Sveučilišta u Splitu i Rijeci. // <i>ZNANSTVENO-STRUČNI SKUP Održivi razvoj i odgojno- obrazovni sustav Hrvatske</i> / Radeka, Igor (ur.).Zadar: Sveučilište u Zadru, Dječji vrtić, str. 263-272.</li> <li>4. Stanić S., Hren D., Buzov I. (2016). Schools, Local Communities and Communication: Above and Beyond the Stakeholders. In: Alfirević N., Burušić J., Pavičić J., Relja R. (eds.) <i>School Effectiveness and Educational Management</i>. Palgrave Macmillan, pp.49-65.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ol style="list-style-type: none"> <li>1. 2017.- 2020. "InterCap: Developing capacities together: European CSO - university networks for global learning on migration, security and sustainable development in an interdependent world", EuropeAid (Europska komisija ), Filozofski fakultet Split i istraživački centri i organizacije iz 12 zemalja Europe.</li> <li>2. 2018. –2020. "P:A:Z:I.: Praktično-Aktivno-Zajedno-Interdisciplinarno! - programi društveno korisnog učenja za okoliš i održivi razvoj – Europski Socijalni Fond (Udruga „Sunce“ Split, Filozofski fakultet, Ekonomski fakultet, Kemijsko-tehnološki fakultet i Pravni fakultet Sveučilita u Splitu).</li> <li>3. Od 2016.g. – "Youth Aspirations, Identity, and Demographic Change in Rural Croatia: Implications for Education and Rural Regional Development (Sveučilište u Splitu i Penn State University, SAD).</li> <li>4. 2016.- 2018. COMMIX: Empowering Literacy in Adolescents through Creative Engagement with Comics (ERASMUS plus – Filozofski fakultet Split i istraživački centri I fakulteti iz Bugarske, Cipra, Grčke, Velike Britanije, Poljske i Rumunjske).</li> <li>5. 2014.-2016. - Boys' reading (ERASMUS plus - Strategic Partnerships) - Filozofski fakultet Split i istraživački centri i fakulteti iz Austrije, Cipra, Grčke, Poljske, Portugala i Rumunjske).</li> </ol>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	Graduate study (acquired the title of professor of sociology), within which was acquired MPDP competencies.

didactic-pedagogical group of competences?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Merav Moshe Grodofsky, Ph.D., Assistant Professor</b>
The course he/she teaches in the proposed study programme	Community Resilience

<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
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Address	Sapir College, D.N. Ashkelon
Telephone number	972546755289
E-mail address	meravmo@sapir.ac.il
Personal web page	/
Year of birth	1959
Scientist ID	/
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	2002. Associate Professor
Area and field of election into research or art rank	/

<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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Institution where employed	Sapir Academic College
Date of employment	2002
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Community organizing, human rights, religion and spirituality
Function	/

<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
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Degree	Ph.D.
Institution	McGill University
Place	Canada
Date	2001

<b>INFORMATION ON ADDITIONAL TRAINING</b>	
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Year	/
Place	/
Institution	/
Field of training	/

<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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Mother tongue	English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Hebrew 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/

<b>COMPETENCES FOR THE COURSE</b>	
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Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Community work – Sapir Academic College BSW Community Work McGill University MSW Children and Community Sapir Academic College MSW
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Allasad Alhuzail, N. &amp; <b>Moshe-Grodofsky, M.</b> (2021). Sudden violent death: Social worker's strategies for coping with a traumatic event in a Bedouin community. <i>British Journal of Social Work</i>, 00, 1-18. Doi: 10.1093/bjsw/bcab056</li> <li>2. <b>Moshe Grodofsky, M.</b> &amp; Makaros, A. (2016). Social work and social protest: An under-researched field. <i>Journal of Policy Practice</i>, 15 (4), 333-348.</li> <li>3. Makaros, A. &amp; <b>Moshe Grodofsky, M.</b> (2016). Social workers' conflict of loyalty in the context of social activism: The case of the 2011 social protests in Israel. <i>Journal of Community Practice</i>, 24 (2), 147-165.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> <li>1) Malka, M. &amp; <b>Moshe-Grodofsky, M.</b> (2021). Social worker students' perspectives on their learning process following the implementation of community based participatory research in a community practice course. <i>Social Work Education</i>. DOI: 10.1080/02615479.2021.1989398</li> <li>2) Schwartz-Tayri, T.; Malka, M.; <b>Moshe-Grodofsky, M.</b> &amp; Gilbert, N. (2020). Integrating micro and macro practice: An evaluation of the policy advocacy course. <i>Journal of Social Work Education</i>, Doi: 10.1080/10437797.2020.1713271</li> </ol>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Established network of rights-based community practice centers in low-income neighborhoods throughout the south of Israel.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	<p>2020 Excellence Faculty Award -Sapir College, Israel (+ 10% monthly salary), Sapir College Research Fund Bonus (NIS 5,000)</p> <p>2019 Shimon Peres Prize for the Promotion of Israel-Germany Relations</p> <p>2019 Excellence Faculty Award -Sapir College, Israel (+ 10% monthly salary)</p> <p>Sapir College Research Fund Bonus (NIS 4,000)</p>



	2018	Excellence Faculty Award -Sapir College, Israel (+ 10% monthly salary)
		Sapir College Research Fund Bonus (NIS 7,000)
	2017	Excellence Faculty Award -Sapir College, Israel (+ 15% monthly salary)
		Sapir College Research Fund Bonus (NIS 10,000)

First and last name and title of teacher	<b>Ankica Marinović</b> , Ph.D., Full professor
The course he/she teaches in the proposed study programme	Society and Religion
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Prilaz V. Brajkovića 2, 10 000 Zagreb, Croatia
Telephone number	00385916529901
E-mail address	ankica@idi.hr
Personal web page	/
Year of birth	1956
Scientist ID	162522
Research or art rank, and date of last rank appointment	Scientific advisor, February 25th 2015
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor, Decembar 12th 2018
Area and field of election into research or art rank	Social sciences, sociology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Institute for Social Research in Zagreb
Date of employment	Septembar 1st 1988
Name of position (professor, researcher, associate teacher, etc.)	Scientific advisor
Field of research	Sociology of religion
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Social Sciences and Humanities, University of Zagreb
Place	Zagreb
Date	July 23th 1999
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1971.
Place	New Haven
Institution	University of Yale
Field of training	Sociology of religion
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English very good
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian good

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Slovenian, good
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Sociology of religion, graduate Contemporary challenges to sociology of religion, graduate Sociology of Croatian society: Religious changes in Croatia, graduate World religions, postgraduate
Authorship of university/faculty textbooks in the field of the course	<ol style="list-style-type: none"> <li>1. Marinović, Ankica (2018) <i>Transfer of knowledge on atheism and new religious movements: analysis of religious instruction textbooks in public schools in CROATIA</i>. In: <i>Transfer of Knowledge about Religion and Atheism in Central and Eastern Europe</i> (eds. Dirk Schuster and Jenny Vorpahl). Berlin: De Gruyter.</li> <li>2. Marinović, Ankica (2018) <i>Analysis of Catholic Religious Instruction Textbooks in Croatian Primary Schools: How Do They Teach Atheism?</i>, in <i>Education in Post-Conflict Transition, The Politicization of Religion in School Textbooks</i>, (eds. Gorana Ognjenović and Jasna Jozelić). Palgrave studies in Religion, Politics and Policy, pp. 129-154.</li> <li>3. Marinović, Ankica, Markešić Ivan (2018) <i>500 godina poslije: kako se reformacija udomila u hrvatskom društvu? U: Petsto godina protestantizma: baština i otisci u hrvatskom društvu</i> (ur. Ankica Marinović i Ivan Markešić). Zagreb: Centar za demokraciju i pravo Miko Tripalo.</li> <li>4. Marinović Jerolimov, Dinka and Marinović, Ankica (2017) <i>Is an anti-cult movement emerging in Croatia?</i> In: "Cult wars" in historical perspective: new and minority religions. <i>Inform Series on Minority Religions and Spiritual Movements</i>. Routledge, Abingdon, pp. 81-92. ISBN 978-1-4724-5812-4 (Print), 978-1-315-57522-3 (Online)</li> </ol>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> <li>- International Social Survey Program (modul Religion, 2018)</li> <li>- Anthropological research of minority religions in historical archives</li> <li>- Comparison of national and religious identities of Secondary Schools Students in Croatia and SloveniaUs</li> </ul>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	<p>Study of Sociology nad Comparative Literature at Faculty of Social Sciences and Humanities, University of Zagreb</p> <p>Postgraduate Study in Sociology of Religion at Faculty of Social Sciences and Humanities, University of Zagreb</p>

PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/
First and last name and title of teacher	<b>Ori Lev</b> , Ph.D., Assistant Professor
The course he/she teaches in the proposed study programme	Challenges of Migration and Human Rights Society and Religion
GENERAL INFORMATION ON COURSE TEACHER	
Address	Sapir College, Israel
Telephone number	972558817747
E-mail address	Orilev22@sapir.ac.il
Personal web page	<a href="https://www.sapir.ac.il/staff/124">https://www.sapir.ac.il/staff/124</a>
Year of birth	1970
Scientist ID	/
Research or art rank, and date of last rank appointment	Associate Professor
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	/
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Sapir College
Date of employment	1/9/2012
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Public Policy, Bioethics, Political Theory
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	London School of Economics
Place	London, UK
Date	31.1.2006
INFORMATION ON ADDITIONAL TRAINING	
Year	2006-2010
Place	USA
Institution	National Institutes of Health
Field of training	Post Doctorate Bioethics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Hebrew
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name	25 years teaching experience in courses ranging from Israeli Politics, public policy and ethics

title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>Keren, A., <b>Lev, O.</b> Uncertainty, error and informed consent to challenge trials of COVID-19 vaccines: response to Steel <i>et al</i>, <i>Journal of Medical Ethics</i> (2020). Published online 9/9/2020: <a href="http://dx.doi.org/10.1136/medethics-2020-106793">http://dx.doi.org/10.1136/medethics-2020-106793</a></p> <p><b>Lev, O.</b> Regulating dual-use research: Lessons from Israel and the United States, <i>Journal of Biosafety and Biosecurity</i> 1/2 (2019): 80-85. <a href="https://doi.org/10.1016/j.jobb.2019.06.001">https://doi.org/10.1016/j.jobb.2019.06.001</a></p> <p><b>Lev, O.</b> Biomedical Cognitive Enhancements: Coercion, Competition and Inducements, <i>Law and Ethics of Human Rights</i> 9/1(2015).</p> <p><b>Lev, O.,</b> Rager, B. Protecting Public Health at the Age of Emerging Infections, <i>Israel Medical Association Journal</i> 16/11 (2014): 677-682</p> <p><b>Lev, O.,</b> Darash, L., Biosecurity Policy in the US: A Critical Assessment, <i>Frontiers in Public Health</i> 2/110 (2014). doi: 10.3389/fpubh.2014.00110</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	Awarded a few times excellence in teaching, Sapir College

First and last name and title of teacher	<b>Nikola Glamuzina</b> , Ph.D., Full Professor
The course he/she teaches in the proposed study programme	Territories and Borders
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 545 553
E-mail address	<a href="mailto:Nikola.Glamuzina@ffst.hr">Nikola.Glamuzina@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	228301

Research or art rank, and date of last rank appointment	Scientific Advisor, 30 November 2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 17 February 2021
Area and field of election into research or art rank	Interdisciplinary area of science, field of geography
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 July 2007
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Geography
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doctor of Natural Sciences
Institution	Faculty of science, University of Zagreb
Place	Zagreb
Date	10 April 2002
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Seminar in Regional geography of Croatia, Urban geography, (graduate programme of Geography)
Authorship of university/faculty textbooks in the field of the course	Glamuzina; N., Fuerst-Bjeliš, B. (2015), <i>Historijska geografija Hrvatske</i> , Faculty of philosophy and social sciences, University of Split, Split
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Šiljeg, S. – Šiljeg, A. – Glamuzina, N. (2016.), Quantitative analysis of marginalization indicators – example of the Pelješac peninsula, Croatia, <i>Acta Geographica Slovenica</i> , 56(2), 235-245. Glamuzina, N. – Madžar, I.- Putica, J. (2017.), Regionalni aspekt suvremenoga turističkoga razvoja Bosne i Hercegovine, <i>Hrvatski geografski glasnik</i> , vol 79(1), pp. 61- 79. Čosić, S. – Glamuzina, N. (2018.), Dubrovačka kartografija potkraj 17. stoljeća, <i>Anali Zavoda za povijesne znanosti HAZU u Dubrovniku</i> , 56/1, pp. 199-251 Glamuzina, N. (2018.), Problem upravljanja prirodnim resursima u donjoneeretvanskoj delti, <i>Acta Geographica Croatica</i> , vol 41/42, pp. 51-77.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Geography professor
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Erez Tzfadia</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Territories and Bordering
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Sapir College, Israel
Telephone number	+972-54-6755271
E-mail address	erezt@sapir.ac.il
Personal web page	<a href="https://ws.sapir.ac.il/lecturers/lectpage.php?id=2481">https://ws.sapir.ac.il/lecturers/lectpage.php?id=2481</a>
Year of birth	1969
Scientist ID	/
Research or art rank, and date of last rank appointment	Associate Professor of Public Policy and Administration
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Sapir College, Israel
Date of employment	1/9/2005
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Urban studies, Spatial policy
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Department of Geography and Environmental Development, Ben-Gurion University
Place	Israel
Date	1996- 2003
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2003-2004
Place	Israel

Institution	Department of Geography, Hebrew University
Field of training	Lady-Davis Postdoctoral fellow
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Hebrew
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Arabic 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	25 years teaching experience in courses ranging from Israeli Politics, public policy, urban planning, political and social geography, at the following institutions: Sapir College, Israel; Ben Gurion University, Israel; Hebrew University, Israel; Rutgers University, US; University of Maryland, US;
Authorship of university/faculty textbooks in the field of the course	Tzfadia, E. (2010). <i>Spatial Policy</i> , Open university, Israel
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Tzfadia, E. and Gigi, M. (forthcoming). "Peripherality", in: D. Filc and G. Ben-Porat (eds.). <b>Handbook on Contemporary Israel</b>, Routledge.</li> <li>2. Tzfadia, E. and Yacobi, H. (2018). "Privatization and Nationalization of Space in Israel: Are they Complementary Processes?", in: Amir Paz-Fuchs, Ronen Mandelkern and Itzhak Galnoor (Eds.). <b>The Privatization of Israel: The Withdrawal of State Responsibility</b>, NY: Palgrave Macmillan, pp. 51-71.</li> <li>3. Tzfadia, E. and Yiftachel, O. (2021). "Urban Displaceability: A Southeastern Perspective", <b>Theory and Criticism</b>, 54, pp. 59-86. (Hebrew), <a href="https://theory-and-criticism.vanleer.org.il/product/דחיקה-ועקירה-מהעיר-מבט-דרומזרחי/">https://theory-and-criticism.vanleer.org.il/product/דחיקה-ועקירה-מהעיר-מבט-דרומזרחי/</a></li> <li>4. Tzfadia, E., Meir, A., Roded, B., &amp; Atzmon, E. (2020). "Gray local governance and Israeli Indigenous Bedouin: Credibility, functionality and the politics of refusal", <b>Cities</b>, 97. <a href="https://doi.org/https://doi.org/10.1016/j.cities.2019.102484">https://doi.org/https://doi.org/10.1016/j.cities.2019.102484</a></li> <li>5. Yacobi, H. and Tzfadia, E. (2019). Neo-settler colonialism and the reformation of territory: Privatization and nationalization in Israel, <b>Mediterranean Politics</b>, 24(1), pp. 1-19. <a href="https://doi.org/10.1080/13629395.2017.1371900">https://doi.org/10.1080/13629395.2017.1371900</a></li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> <li>• <b>Israel Science Foundation (ISF)</b> – a research grant. '<i>Understanding Urban Displacement: Implications for Israeli Cities</i>'. Co-researcher: Yiftachel, O., 2018-2022.</li> <li>• <b>Israel Science Foundation (ISF)</b> – a research grant: '<i>the socio-spatial dimension in indigenous local governance: the</i></li> </ul>



	<i>case of Kseifa, a Bedouin town in Israel</i> , Co-researcher: Meir, A., 2015-2017.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Bruno Ćurko</b> , Ph.D., Assistant Professor
The course he/she teaches in the proposed study programme	Challenges of Democracy
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 32 92 84
E-mail address	<a href="mailto:bcurko@ffst.hr">bcurko@ffst.hr</a>
Personal web page	<a href="http://www.petit-philosophy.com">www.petit-philosophy.com</a>
Year of birth	/
Scientist ID	286103
Research or art rank, and date of last rank appointment	Research Associate, 20 December 2012
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 14 February 2017
Area and field of election into research or art rank	Humanities, philosophy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	15 February 2017
Name of position (professor, researcher, associate teacher, etc.)	University Professor
Field of research	Philosophy of education, logic, argumentation
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Zagreb
Place	Zagreb
Date	2012
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin, 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Ćurko, Bruno. <i>Kritičko mišljenje u nastavi filozofije, logike i etike</i>, Hrvatsko filozofsko društvo, Zagreb 2017.</li> <li>2. Ćurko, Bruno. "Philosophical Education, An Overview of" <i>Encyclopedia of Educational Philosophy and Theory</i> / Michael A. Peters (ur.). Singapore: Springer, 2016. str. 455-463.</li> <li>3. Ćurko, Bruno. „Socratic Dialogue in Education“. <i>Encyclopedia of Educational Philosophy and Theory</i>, Michael A. Peters (ur.). Singapore: Springer, 2016. str. 567-575</li> <li>4. Ćurko, Bruno. „What is Philosophy of education today?“ u <i>Vrč i šalice. Filozofijska vivisekcija problemâ odgoja i obrazovanjai</i>, Krznar, Tomislav; Filipović, Nikolina Iris (ur.). Zagreb : Učiteljski fakultet Sveučilišta u Zagrebu, 2015. Str. 15-24. (Croatian)</li> <li>5. Ćurko, Bruno; Strahovnik, Vojko. "Ethics Education and Critical Thinking" u <i>Mathematical Education-Proceedings of national conference 2015.</i> / Mikaelian H.S., (ur.). Yerevan, Armenia: Yerevan State University Council, 2015. Str. 193-197. (English)</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> <li>1. Ćurko, Bruno; Feiner, Franz; Gerjolj, Stanko; Juhant, Janez; Kreß, Kerstin; Mazzoni, Valentina; Mortari, Luigina; Pokorny, Svenja; Schlenk, Evelyn; Strahovnik, Vojko. <i>Ethics and Values Education - Manual for Teachers and Educators</i>, Ljubljana: Project: ETHIKA - Ethics and values education in schools and kindergartens, 2015.</li> <li>2. Ćurko, Bruno; Strahovnik, Vojko. "Ethics Education and Critical Thinking" u <i>Mathematical Education-Proceedings of national conference 2015.</i> / Mikaelian H.S., (ur.). Yerevan, Armenia: Yerevan State University Council, 2015. Str. 193-197.</li> <li>3. <i>Philosophical Education, An Overview of</i>" u <i>Encyclopedia of Educational Philosophy and Theory</i> (Michael A. Peters, ed), Springer, 2016.</li> <li>4. „Socratic Dialogue in Education“ u <i>Encyclopedia of Educational Philosophy and Theory</i> (Michael A. Peters, ed), Springer, 2016.</li> <li>5. Ćurko, Bruno. „Riječ unaprijed – Što je filozofiji odgoj danas?“ u <i>Vrč i šalice. Filozofijska vivisekcija problemâ odgoja i obrazovanjai</i>, Krznar, Tomislav; Filipović, Nikolina Iris (ur.). Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu, 2015. Str. 15-24.</li> </ol>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	ETHOS – Ethical Education for a Sustainable and Dialogic Future (Comenius - 527134- LLP 2012-SI-COMENIUS-CMP) - ETHIKA - Ethics and values education in schools and kindergartens, (Erasmus Plus KA2, 2014-2017, 6 EU countries) - 2014-1-SI01-KA201-000633.

	<p>LITTLE - Learning Together To Live Together: Teachers Leading Ethical Education For An Inclusive Society (LITTLE), (Erasmus Plus KA2, 2016-2019, 4 EU countries) - 2016-1-IE01-KA201-016868.</p> <p>AVAL-Added Value Learning for Preschool Teachers and Pedagogical Coordinators (Erasmus Plus KA2, 2017-2019, 10 EU countries) - 2017-1-ES01-KA201-038113</p> <p>COMET - A Community of Ethics Teachers in Europe (Erasmus Plus KA2, 2017-2020, 5 EU countries) - 2017-1-NL01-KA201-035219.</p> <p>BEAGLE - Bioethical Education and Attitude Guidance for Living Environment (Erasmus Plus KA2, 2018-2020, 4 EU countries) - 2018-1-HR01-KA201-047484.</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Study of philosophy, Latin language and Roman literature at the Faculty of Philosophy in Zadar, University of Split.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Mouli Bentman</b> , Ph.D., Assistant Professor
The course he/she teaches in the proposed study programme	Challenges of Democracy
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Sapir College, Israel
Telephone number	972544905941
E-mail address	mbent@mail.sapir.ac.il
Personal web page	/
Year of birth	1970
Scientist ID	/
Research or art rank, and date of last rank appointment	Assistant Professor
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Sapir College
Date of employment	1/3/2012
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Political Theory, Political Communication
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Hebrew University
Place	Jerusalem, Israel
Date	15/1/2008
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/

Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Hebrew
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French - 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	20 years teaching experience in courses ranging from Israeli Politics, public policy and philosophy
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Dahan, M., Bentman, M. 2021. "From Representative to Representational Democracy – The Case of the Smart City", in Public Administration in the Digital Age, The Open University, Israel (Hebrew)</p> <p>Dahan, M., Bentham, M. (2017). The ripple effects of a partisan, free newspaper: Israel</p> <p>Hayom as disruptive media actor. Studies in Communication Sciences, (1).</p> <p>Reich, Z., Bentman, M., &amp; Jackman, O., (2011) A crisis communication guide for public organisations, in: Marita Vos, Ragnhild Lund, Zvi Reich and Haliki Harro-Loit (eds.)</p> <p>Developing a crisis communication scorecard: Outcomes of an International Research Project 2008-2011, Jyväskylä, Finland: University of Jyväskylä Press, pp. 265-326.</p> <p>Available at:  <a href="http://www.crisiscommunication.fi/research/downloads">http://www.crisiscommunication.fi/research/downloads</a>.  Hebrew version:  <a href="http://cmsprod.bgu.ac.il/humsos/departments/masscom/staff/academic/zvi.htm">http://cmsprod.bgu.ac.il/humsos/departments/masscom/staff/academic/zvi.htm</a></p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	/

didactic-pedagogical group of competences	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	Awarded a few times excellence in teaching, Sapir College

First and last name and title of teacher	<b>Petar Bačić</b> , Ph.D., Full Professor
The course he/she teaches in the proposed study programme	Comparative Government
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Kaštelanska 6, 21000 Split
Telephone number	021/393590
E-mail address	pbacic@pravst.hr
Personal web page	www.pravst.hr
Year of birth	1976.
Scientist ID	273731
Research or art rank, and date of last rank appointment	18.06.2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 18. 06. 2019.
Area and field of election into research or art rank	Social sciences, field of law
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Law, University of Split
Date of employment	01. 11. 2001.
Name of position (professor, researcher, associate teacher, etc.)	Full Professor, Vice-dean
Field of research	Constitutional Law
Function	Vice-dean for International Cooperation
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph.D.
Institution	Faculty of Law, University of Split
Place	Split
Date	18. 06. 2009.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2008./2009./2011./2012./2017./2018.
Place	Bristol, UK Stoke on Trent, UK Berlin, German Saarbrucken, Germany
Institution	School of Law, University of Bristol School of Law, University of Staffordshire Frei universitat, Berlin Europa Institute, Saarland University
Field of training	Comparative constitutional law, European law, Human Rights
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5 (excellent)

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 4 (very good)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Constitutional Law, European Law, Human Rights Protection (Integrated Studies of Law) Constitutionalism and Judicial Activism in the realization of new european legal order (Doctoral studies – European studies) -Summer Academy "Rule of Law, Human Rights and EU", Montenegro -Summer School "EU Law – Basics", Croatia -Summer School "EU Opens Markets", Croatia -Summer School "Protection of Human Rights and EU Law Harmonisation Process", Germany -Summer School "Media Law, Democratization and EU Accession Process", Croatia
Authorship of university/faculty textbooks in the field of the course	- <i>Bačić Arsen i Bačić Petar</i> , Europsko pravo – studijski izvori, Pravni fakultet, Split, 2007. - <i>Bačić Petar</i> , Zaštita prava čovjeka u europskim organizacijama, Pravni fakultet, Split, 2007. - <i>Bačić Petar</i> , Konstitucionalizam i sudski aktivizam – ustavna demokracija između zahtjeva za vladavinom većine i protuvećinskog argumenta, Pravni fakultet, Split, 2010. - <i>Bačić Arsen i Bačić Petar</i> , Ustavna demokracija i sudovi, Pravni fakultet, Split, 2010.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	- <i>Bačić Petar &amp; Barić Sanja</i> , <i>Constitutional Courts as positive legislators – Croatia: National Report</i> , Brewer-Carias A.R., <i>Constitutional Courts as Positive Legislators</i> , Cambridge University Press, Cambridge 2011. - <i>The Association for the Study of Nationalities (ASN) 24rd World Convention</i> , Harriman Institute – Columbia University, New York, 2-4. May 2019., "How We Discovered National Referendums and Where it Got Us (Comparative Analysis of National Referendums in Croatia, Macedonia and Slovenia)". - National Parliaments and the European Parliament: The Croatian Parliament and EU Affairs, u Serra Busquets S. & Ripoll Gil E. (ed.), <i>El Parlamentarisme en perspectiva històrica – Parlaments multinivell</i> , Parlament de les Illes Balears i Institut d'Estudis Autònomic, Palma, 2019., str. 53-69. - Ustavi i međunarodno pravo ili o jezgri hrvatskog prava vanjskih poslova, u: <i>Ustavne promjene i političke nagodbe – Republika Hrvatska između ustavne demokracije i populizma</i> (ur. Bačić A.), Hrvatska akademija znanosti i umjetnosti, Zagreb, 2021., str. 411-434.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Human Rights - Basics, "Essentials of European Law" – READER, Europa-Institut Saarland University & SEELS, 2014. Best practices in teaching EU Law, CABUFAL EU Erasmus+ Project, Faculty of Law, University of Montenegro, 2019.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	- Scientific project: "Constitutionalism and Legislatures: Tendencies of Croatian Parliamentarism" (MZOS) - <i>SEE EU Cluster of Excellence in European and International Law</i> , DAAD, Saarland University, 2015-2021



	- CABUFAL( <i>Capacity Building of the Faculty of Law, University of Montenegro</i> ), program Erasmus+, KA2, 2016-2019 International conferences – Albania, Bosnia, Croatia, Germany, Spain, United Kingdom, USA
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	<ul style="list-style-type: none"> <li>- Graduated at the Faculty of Law University of Split (1998).</li> <li>- Master degree, Faculty of Law University of Zagreb (2006), Master thesis <i>Human Rights Protection in European Organizations</i>.</li> <li>- Doctoral degree, Faculty of Law University of Split (2010), PhD thesis <i>Constitutionalism and Judicial Activism</i>.</li> </ul>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	Award of the Student's Association of the Faculty of Law, University of Split, 2017.

First and last name and title of teacher	<b>Željko Radić</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Comparative Government
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	F. Bulića 15, Kaštel Novi 2117
Telephone number	00385 98 589 520
E-mail address	zeljko.radic@unist.hr
Personal web page	/
Year of birth	1962.
Scientist ID	150620
Research or art rank, and date of last rank appointment	Senior research associate, 2012.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 2012.
Area and field of election into research or art rank	Law/Social sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split
Date of employment	1.10. 2018.
Name of position (professor, researcher, associate teacher, etc.)	/
Field of research	/
Function	Vice-rector
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Split
Place	Split
Date	2002.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1987. University of Urbino (Italy) 1995. University of Trieste (Italy) 2005. University of Padua (Italy) 2008. University of Pavia (Italy) 2011. Free University of Berlin (Germany)
Place	/
Institution	/



Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>University of Split, school of Law, Teacher of Legal History (since 1988)</p> <p>Split Law School, Head of Administration History Course (2010)</p> <p>Split Law School, Head of Latin Language Course for Law Students (1993-2018)</p> <p>Split Law School, Head of Canon Law Course (2008)</p> <p>Rijeka Law School, Teacher of European Legal History (1997-1999)</p>
Authorship of university/faculty textbooks in the field of the course	Handbook: <i>Nacrt kronologije za pravnu povijest</i> , Split 2006.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> <li>- Poljičko pravo, Uvodna studija, Split 2019.</li> <li>- Pravna analiza alkarskih statuta, Zbornik posvećen 300. obljetnici Sinjske alke, 2018.</li> <li>- Ž. Bartulović, Ž. Radić, <i>Pravna baština Zrinskih i Frankopana: Krk, Vinodol, Senj/Legal heritage of the Zrinski and the Frankopan</i>, Rijeka 2018.</li> <li>- Ž. Radić (ed.), <i>Liber amicorum A. Cvitanić</i>, Split, 2016.</li> </ul>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	<b>Ivana Batarelo Kokić, Ph. D., Full Professor</b>
The course he/she teaches in the proposed study programme	Educational policies in Europe
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 329 284
E-mail address	<a href="mailto:batarelo@ffst.hr">batarelo@ffst.hr</a>
Personal web page	<a href="http://marul.ffst.hr/~batarelo/dokuwiki">http://marul.ffst.hr/~batarelo/dokuwiki</a>
Year of birth	
Scientist ID	257575
Research or art rank, and date of last rank appointment	Scientific Advisor, 3. 12. 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 22. 2. 2018
Area and field of election into research or art rank	Social sciences; Pedagogy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1. 10. 2008.
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Higher education
Function	Head of Department of Pedagogy (2012.-2016.)
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph. D.
Institution	Arizona State University
Place	Tempe, AZ, SAD
Date	9. 12. 2002
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language (level 5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language (level 3)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ol style="list-style-type: none"> <li>0) <i>Comparative Pedagogy</i> – core course, graduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Split</li> <li>1) <i>Educational Policy</i> – core course, graduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Split</li> <li>2) <i>Distance Education</i> – core course, graduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Split</li> <li>3) <i>Educational and developmental strategies</i> - elective course, graduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb</li> </ol>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	4) Batarelo Kokić, I., (2020). Učim od doma: školovanje u vrijeme pandemije COVID19 bolesti. U: Kolak, A. i Markić, I. (ur.) Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19 (str. 7-25). Zagreb: HAZU, HPD, Element.

	<p>5) Batarello Kokić, I., Podrug, A., &amp; Mandarić Vukušić, A. (2019). Operationalization of Children's Rights Education Policy: Analysis of The Documents Issued in The Republic Of Croatia and in The United States of America. <i>Školski vjesnik</i>, 68(2.), 370-388.</p> <p>6) Batarello Kokić, I., Rukavina, S. (2017). Learning from Digital Video Cases: How Future Teachers Perceive the Use of Open Source Tools and Open Educational Resources, <i>Knowledge Cultures</i>, 5(5),115-130.</p> <p>7) Batarello Kokić, I. (2014). Intercultural competence of teachers college students with the use of information and communication technology. <i>Pedagogijska istraživanja</i>, 11 (2), 51-51.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>8) Jandrić, P., Hayes, D., ... Batarello Kokić, I., ...&amp; Hayes, S. (2020). Teaching in The Age of Covid-19. <i>Postdigital Science and Education</i>, 2(2), 106–1230.</p> <p>9) Batarello Kokić, I., Blažević, I., &amp; Kurz, T. (2019). Primary School Teachers' Readiness for Online Learning. In Beseda, Jan, Rohlíková, Lucie, Duffek, Václav (ur.). <i>E-learning: Unlocking the Gate to Education around the Globe - 14th conference reader</i> (str. 370-379). Prague: Center for Higher Education Studies.</p> <p>10) Kurz, T.L., Batarello Kokić, I. &amp; Novosel, V. (2019). The Depth and Breadth of Learning how to Trade Stocks through Simulated Play. In K. Graziano (Ed.), <i>Proceedings of Society for Information Technology &amp; Teacher Education International Conference 2019</i> (pp. 1827-1831). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).</p> <p>11) Kurz, T. L., Batarello Kokić, I. (2014). <u>Predilections on requisite pedagogical Content for mathematics and science video cases.</u> <i>Technology, Instruction, Cognition and Learning</i>, 9(4), 275-293.</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	<ul style="list-style-type: none"> <li>• Undergraduate study (Pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb)</li> <li>• Master studies (Educational Media and Computers, Arizona State University, USA)</li> <li>• Doctoral studies (Interdisciplinary PhD in Curriculum and Instruction, Arizona State University, USA)</li> </ul>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	<ul style="list-style-type: none"> <li>• DAAD Fellowship (KMRC, Tuebingen; 2005.-2006.)</li> <li>• Graduate Academic Scholarship (Arizona State University; 2000.-2001)</li> </ul>

First and last name and title of teacher	<b>Ivana Prijatelj Pavičić</b> , Ph.D., Full Professor
The course he/she teaches in the proposed study programme	Comparative Art
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35
Telephone number	
E-mail address	<a href="mailto:prijatelj@ffst.hr">prijatelj@ffst.hr</a>
Personal web page	<a href="https://inet1.ffst.hr/intranet/profile?_v1=u9W3hEes6gCDZuiTLX2CODdQv1z92l8yUD9QLAK-II_dR7EcgRs5bCwQFT9p-3izH3mliq3_LJErcDaEUqfBmK9nZRmeTOBazcDVTkNdqH5pThR&amp;_lid=54856#profile_edit_54856">https://inet1.ffst.hr/intranet/profile?_v1=u9W3hEes6gCDZuiTLX2CODdQv1z92l8yUD9QLAK-II_dR7EcgRs5bCwQFT9p-3izH3mliq3_LJErcDaEUqfBmK9nZRmeTOBazcDVTkNdqH5pThR&amp;_lid=54856#profile_edit_54856</a>

Year of birth	1965
Scientist ID	171125
Research or art rank, and date of last rank appointment	2012,
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	2012 Full Professor with Tenure
Area and field of election into research or art rank	Humanities, Art history (branch of the history and theory of visual arts, architecture, urbanism, and visual communication)
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	2007
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Art History of Eastern Mediterranean from 14 <sup>th</sup> to the 19 <sup>th</sup> century
Function	
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doctor of Philosophy (PhD)
Institution	University of Zadar, Faculty of Humanities and Social Sciences
Place	Zadar
Date	1994
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1990 and 1992
Place	Venice, Italy
Institution	Fondazione Giorgio Cini
Field of training	Art History (International Course of High Culture)
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin (3)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>As an Associate Professor, she has held the courses of Renaissance and Baroque Art and Renaissance and Baroque Art in Croatia on the Arts Academy in Split from the 7<sup>th</sup> of February, 2001 until 2007.</p> <p>From 2007 until 2011/2012, at the Arts Academy in Split, she held the courses of the Art of the 15<sup>th</sup> and 16<sup>th</sup> Century and Art of the 17<sup>th</sup> and 18<sup>th</sup> Century at the Visual Culture and Fine Arts Department and within the departments of Conservation-Restoration, Painting, and Sculpture, she held the courses: Art History III and Art History IV.</p> <p>Within the undergraduate study programme of Art History of the Chair of Art History at the Faculty of Philosophy in Sarajevo (Bosnia and Hercegovina), she was active as a visiting professor (in the summer semesters of 2009/2010</p>

	<p>and 2014/2015) leading mandatory courses of Renaissance and Baroque Art as well as Renaissance and Baroque Architecture.</p> <p>From 2007 until 2020 she has held at the Faculty of Humanities and Social Sciences in Split, she held the courses of the Dalmatian School of Painting (Selected Topics), Art of the 15<sup>th</sup> and 16<sup>th</sup> Century, Art of the 17<sup>th</sup> and 18<sup>th</sup> Century and Metodology of Art History at the Faculty of Humanities and Social Sciences, University of Split.</p>
<p>Authorship of university/faculty textbooks in the field of the course</p>	<p>Prijatelj Pavičić, Ivana (1998). <i>Kroz Marijin ružičnjak. Zapadna marijanska ikonografija u dalmatinskome slikarstvu od 14. do 18. stoljeća</i>, Književni krug Split. (unofficial translation: <i>Through Mary's Rose Garden. Western Marian Iconography in Dalmatian Painting from the 14th to 18th Centuries</i>);</p> <p>Prijatelj Pavičić, Ivana. (2013). <i>U potrazi za izgubljenim slikarstvom. O majstoru Lovru iz Kotora i slikarstvu na prostoru od Dubrovnika do Kotora tijekom druge polovice XV. stoljeća</i>, Dubrovnik, Matica hrvatska – ogranak Dubrovnik. (unofficial translation: <i>In Search of Lost Painting. On the Master Lovro from Kotor and Painting in the Area from Dubrovnik from Kotor During the Second Half of the 15<sup>th</sup> Century</i>)</p> <p>Prijatelj Pavičić, Ivana. (2018). <i>Schiavoni. Umjetnost i ideologija</i>. Zagreb: Jesenski i Turk. (unofficial translation: <i>Schiavoni. Art and Ideology</i>)</p>
<p>Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)</p>	<p>“U traganju za neobjavljenom arhivskom građom: novi podaci o dubrovačkom slikarstvu XV. stoljeća,” (unofficial translation: “In Search of Unpublished Archival Material: New Information on Painting in 15<sup>th</sup>-Century Dubrovnik”), <i>Prilozi povijesti umjetnosti u Dalmaciji</i>, 43/2016., pp. 213–231.</p> <p>“Prilog poznavanju slikarskih kontakata između Dubrovačke Republike, Mletačke Albanije i južne Italije početkom 16. stoljeća s posebnim osvrtom na „slučaj slikara Michelea Greca iz Valone.” (unofficial translation: “A Contribution to the Knowledge of Painters’ Contacts between the Republic of Ragusa, Venetian Albania, and Southern Italy at the Beginning of the 16<sup>th</sup> Century with an Emphasis on the Case of the Painter Michele Greco from Valona”), <i>Ars Adriatica</i> 7/2017., pp. 167–180.</p> <p>“Prilog poznavanju zastupljenosti i rasprostranjenosti ikonografski srodnih oltarnih slika s prikazom Gospe od Ružarija s likovima savezničkih vladara na području istočnog Jadrana, južne Italije i Provanse,” (unofficial translation: “A Contribution to the Knowledge of the Representation and Prevalence of Iconographically Similar Altarpieces with Depictions of the Madonna of the Rosary with Figures of Allied Rulers in the Area of the East Mediterranean, Southern Italy, and Provence”), <i>Ars Adriatica</i>, 8 (2018): 105-128.</p> <p>“Prikazi alegorija kreposti i mana na minijaturama u kodeksu Bucchia (1466.): usporedna analiza s prikazima u skulpturi druge polovine XV. st.” (unofficial translation: “Depictions of the Allegory of Virility in the miniatures in the Bucchia Codex</p>

	<p>(1466): a Comparable Analysis with an Overview of Sculptures from the Second Half of the 15<sup>th</sup> Century”), in: <i>Ivan Duknović i krugovi njegove djelatnosti / Giovanni Dalmata e le opere della sua cerchia</i>, conference proceedings of the international scientific conference (Split, 2010), ed. Radoslav Bužančić, Igor Fisković, Književni krug, Split, 2018, pp. 352–372.</p> <p>“So-called Ohmučević genealogy (Kraljeva Sutjeska genealogy) in the light of the results of recent iconographic, historical, heraldry and restoration research papers, Works of Art on Parchment and Paper, Interdisciplinary Approaches”, Filozofska fakulteta – Arhiv Republike Slovenije, conference proceedings of a conference held in Ljubljana, 6<sup>th</sup> – 8<sup>th</sup> of June, 2019, Ljubljana, 2019, pp. 65–72.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>From 2014 until 2019, she was an participant of the scientific research <u>Visual Arts and Communication of Power in the Early Modern Period (1450–1800): Historical Croatian Regions at the Crossroads of Central Europe and the Mediterranean</u> of the Croatian Science Foundation led by dr. Milan Pelc, of the Zagreb Institute of Art History.</p> <p>From 2018 until 2020 she was an participant of the Project of the International Conference for PhD Students and Recent PhD Graduates</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Undergraduate teacher study in Art Education and Visual Arts of the Faculty of Natural Sciences, Mathematics and Education, University of Split, a Department of the Faculty of Philosophy of Zadar (Bachelor of Art (B.A.) degree in Art Education and Visual Arts)
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Vedran Barbarić</b> , Ph.D., Assistant Professor
The course he/she teaches in the proposed study programme	Comparative Art
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545579
E-mail address	<a href="mailto:vedbarba@ffst.hr">vedbarba@ffst.hr</a>
Personal web page	/
Year of birth	1978.
Scientist ID	276284
Research or art rank, and date of last rank appointment	Scientific associate, 21.2.2013.



Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 3.12.2015.
Area and field of election into research or art rank	Humanities, archaeology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	3.12.2015.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Teaching and research
Function	Vice-dean for finances and business affairs
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Filozofski fakultet u Zagrebu
Place	Zagreb
Date	20.12.2011.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Reader (since 2009.) and professor (since 2012.) at the courses <i>Art of the Early Middle Ages</i> and <i>Sculpture and architecture of the early mediaeval Croatian state</i> within the bachelor program of Art History at the Faculty of Humanities and Social Sciences
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Barbarić, V; Ursić, L, Sakralna baština otoka Brača - Itinerari kulturnog turizma, 2019., Arheološki muzej u Zagrebu (katalog izložbe) Miše M, Barbarić V, Zec A, Kirigin B. Salamandrija na Palagruži: formiranje nalazišta od ranog neolitika do danas. Vjesnik za arheologiju i historiju dalmatinsku. 2018; 111 (1): 9-34. Barbarić, V, Kontinuitet svetih mjesta u prostoru otoka Brača // Brački zbornik, 24 (2018), 185-204 Barbarić, V, The Roman lighthouse and old Church of St. Michael on Palagruža, Vjesnik za arheologiju i historiju dalmatinsku, 110 (2), 2017, str. 615-635.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/



Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Project of touristic itineraries <i>Sacral heritage of the Island of Brač</i> (2015; 2019.), Tourist board of Split -Dalmatia County (with Lino Ursić)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Ivana Čapeta Rakić</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Comparative Art
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/545-579
E-mail address	<a href="mailto:icapeta@ffst.hr">icapeta@ffst.hr</a>
Personal web page	<a href="https://ffst.academia.edu/ivanacapetarakic">https://ffst.academia.edu/ivanacapetarakic</a> <a href="http://inet1.ffst.hr/ivana.capeta_rakic">http://inet1.ffst.hr/ivana.capeta_rakic</a>
Year of birth	/
Scientist ID	297730
Research or art rank, and date of last rank appointment	Senior Research associate, from 19 June 2019
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, from 15 September 2021.
Area and field of election into research or art rank	Scientific Area in Humanities, field of Art History, a branch of the history and theory of art, architecture, urban planning and visual communications
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social sciences
Date of employment	1.10.2007.
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Art of the late Middle Ages and early modern period, iconography and iconology
Function	Head of the Department
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social sciences
Place	Zagreb
Date	8 March 2011.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2018
Place	Granada
Institution	Facultad de Filosofía y Letras
Field of training	Art History
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of	English 4

foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 4
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>assistant at the Course: Art of the XVth and XVIth centuries / undergraduate study of art history</p> <p>assistant at the Course: Art of the XVIIth and XVIIIth centuries / undergraduate study of art history</p> <p>assistant at the Course: Iconology / undergraduate study of art history</p>
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Ivana Čapeta Rakić, <i>Islamic Rugs in the Painting of the Eastern Adriatic: Use and Iconography in the Early Modern Period. U: Jews and Muslims Made Visible in Christian Iberia and Beyond, 14th to 18th Centuries. Another Image.</i> Borja Franco Llopis – Antonio Urquizar-Herrera (ur.), Leiden-Boston: Brill, 2019., 213-231.</p> <p><u>Ivana Čapeta Rakić</u> – Valentina Živković, Maternal pain in miracle scenes as a part of the catholic propaganda in the late medieval and early modern period, <i>IKON, journal of Iconographic Studies</i> 12 (2019.)</p> <p>Ivana Čapeta Rakić, <i>O podrijetlu i značenju ilustracija otisnutih uz četvrto izdanje Marulićeve Judite</i>, Peristil: zbornik radova za povijest umjetnosti, 42 (2018.), str. 9-20.</p> <p>Ivana Čapeta Rakić, <i>Ponzonijevih deset slika u svodu glavnog oltara splitske katedrale: razmatranja o stilsko-oblikovnim svojstvima, izvornoj funkciji i ikonografsko-ikonološkom aspektu</i>, <i>Radovi instituta za povijest umjetnosti</i> 42 (2018.), 125-140.</p> <p>Ivana Čapeta Rakić, <i>Distinctive features attributed to an infidel. The political propaganda, religious enemies and the iconography of visual narratives in the Renaissance Venice</i>, <i>II Capitale Culturale, Studies on the Value of Cultural Heritage, Supplementi</i> (6/2017): Changing the Enemy, Visualizing the Other. <i>Contacts between Muslims and Christians in the Early Modern Mediterranean Art</i>, Macerata, 2017., 107-134.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2020 - today. Project collaborator: PID2019-105070GB-I00. IMPI2: Antes del orientalismo: Figuras de la alteridad en el Mediterráneo de la Edad Moderna: del enemigo interno a la amenaza turca (Before Orientalism: Images of the Otherness in the Early Modern Mediterranean: from the internal enemy to the Turkish threat.) Project leader: dr. Borja Franco Llopis (UNED, Madrid)

	<p>2019 - today. Project Associate: Islamic Legacy: Narratives East, West, South, North of the Mediterranean (1350-1750) (COST CA18129), WG3 group leader within the project. Main project leader: dr. Antonio Urquizar Herrera (UNED, Madrid)</p> <p>2017 - 2019 Project collaborator: Antes del orientalismo: Las imágenes del musulmán en la Península Ibérica (siglos XV-XVII) y sus conexiones mediterráneas (HAR2016-80354-P. IMPI.), Project leader dr. Borja Franco Llopis (UNED, Madrid)</p> <p>2016. collaborator on the project: "Harmonization of study programs in the field of social sciences and humanities with the needs of the labor market" (HR3.1.15-0008), as the part of the project: Development of proposals for qualification standards for study programs in Art History. Faculty of Humanities and Social Sciences, University of Zagreb, project leader dr. Dragan Bagic (FFZG)</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	Award of the "Academician Kruno Prijatelj" Foundation for excellence in the field of humanities.

First and last name and title of teacher	<b>Silva Kalčić</b> , Ph.D., Assistant Professor
The course he/she teaches in the proposed study programme	Comparative Art
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička 35, 210000 Split
Telephone number	021545579
E-mail address	skalcic@ffst.hr
Personal web page	hsaica.hr/
Year of birth	/
Scientist ID	347590
Research or art rank, and date of last rank appointment	Appointed into the scientific research grade of expert associate in the area of humanities, art history (2017), and into the scientific research grade of research associate in the interdisciplinary area of science, art history/ architecture and urbanism (2016)
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 2018
Area and field of election into research or art rank	Humanities, art history
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	October 31, 2018
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	art theory, contemporary art, architecture and design
Function	Lecturer, mentor
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	

Degree	doctor of science
Institution	University of Zagreb, Faculty of Architecture
Place	Zagreb
Date	March 18, 2015
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2001
Place	Zagreb
Institution	University of Zagreb, Faculty of Textile Technology
Field of training	Fashion Design/Fashion Designer
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Lecturer at the University of Zagreb, Faculty of Textile Technology September 15, 2009 – October 30, 2018 Courses Art history, Visual language, Modern art and design, Contemporary art and design, History and theory of design, Fashion theory
Authorship of university/faculty textbooks in the field of the course	Silva Kalčić, <i>The world toward the labyrinth: essays on high modernism and postmodernism in the 1970s and 1980s</i> , ULUPUH, Zagreb, 2017. ISBN 978-953-327-111-8. Peer reviewers: prof. Vesna Mikić Ph.D. and assist. prof. Krešimir Purgar Ph.D. p.492 <a href="https://www.bib.irb.hr/865176">https://www.bib.irb.hr/865176</a> , in the catalogue of Zagreb City Libraries <a href="https://katalog.kgz.hr/">https://katalog.kgz.hr/</a>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Silva Kalčić, "Radicality and Temporarity (Julije Knifer, self-portrait and art paradigms of the 20 <sup>th</sup> century)", Conference proceedings of the international scientific congress <i>Image and Anti-image – Julije Knifer and the Problem of Representation</i> , Krešimir Purgar, ed., Center for visual studies, Zagreb, 2017., pp. 101-126, ISBN 978-953-55420-3-2 Reviewers. Blaženka Perica, PhD, and. Andrej Mirčev, PhD, hrčak.srce.hr review published in A1 magazine <i>Ars Adriatica</i> 7/2017 (379-382); <a href="https://www.vizualni-studiji.com/projekti/">https://www.vizualni-studiji.com/projekti/</a> and <a href="https://www.bib.irb.hr/881677">knifer.html</a> <a href="https://www.bib.irb.hr/881677">https://www.bib.irb.hr/881677</a> Silva Kalčić, „Clothes as a subject and medium of Contemporary Art: Fashion in an expanded field of visual arts“// <i>Teorija i kultura mode (discipline, pristupi, interpretacije)</i> , Paić, Žarko i Purgar, Krešimir, ed., University of Zagreb, Faculty of Textile Technology, Zagreb, 2018., pp. 305-334. ISBN 978-953-7105-71-6 <a href="https://bib.irb.hr/datoteka/974832.ZBORNIC_PDF_Teorija_i_kultura_mode.pdf">https://bib.irb.hr/datoteka/974832.ZBORNIC_PDF_Teorija_i_kultura_mode.pdf</a> book-textbook Silva Kalčić, "Trauma and Identity in Media, Medialisation and Construct", Proceedings of the international interdisciplinary symposium <i>Philosophy of Media</i> 7, Sead Alić, ed., University North and Center for Philosophy of Media

	and Media Research, Zagreb, 2018., pp. 358-407, ISBN 978-953-6646-29-6 international peer-review – original scientific paper, <a href="http://centar-fm.org/https://hrcak.srce.hr/index.php?show=toc&amp;id_broj=16510">http://centar-fm.org/https://hrcak.srce.hr/index.php?show=toc&amp;id_broj=16510</a> Silva Kalčić, "Referencijalni simbolizam i semiotički aspekt djela umjetnosti i djela dizajna", Proceedings of the international interdisciplinary symposium Philosophy of Media 8, Sead Alić and Marin Milković, ed., University North and Center for Philosophy of Media and Media Research, Zagreb, 2018., pp. 150-175, ISBN 978-953-7809-87-4, international peer-review – preview scientific paper <a href="http://centar-fm.org/https://hrcak.srce.hr/index.php?show=clanak&amp;id_clanak_jezik=328633">http://centar-fm.org/https://hrcak.srce.hr/index.php?show=clanak&amp;id_clanak_jezik=328633</a>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Team member on the project financed by The University of Zagreb Interdisciplinary study of fashion: artistic, media and historical aspects, organiser: University of Zagreb, Faculty of Textile Technology; leader assist. prof. Krešimir Purgar, Ph.D. Interdisciplinary study of fashion: artistic, media and historical aspects, organiser: University of Zagreb, Faculty of Textile Technology; leader assist. prof. Krešimir Purgar, Ph.D. (dr. sc.) Since 2015 Art criticism workshops called How to write about contemporary art (Zagreb, Split, Osijek), while in 2006 together with Andreja Kulunčić she organised a workshop on contemporary art practice called Inter(aktiv) for the Zagreb Student Centre (The culture of change programme). President of the Croatian section of the International Association of Art Critics, HS AICA
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Study of Art History (title: professor of Art History)
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	2009 The City of Zagreb Annual Prize (art, architecture)

First and last name and title of teacher	<b>Dalibor Prančević</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Comparative Art
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021545594
E-mail address	<a href="mailto:dalibor@ffst.hr">dalibor@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	306410
Research or art rank, and date of last rank appointment	Senior Research Associate (2020)

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor (2021.)
Area and field of election into research or art rank	Senior Research Associate in the scientific area of the Humanities, scientific area of Art History, branch of the history and theory of visual arts, architecture, urbanism, and visual communication
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	2008
Name of position (professor, researcher, associate teacher, etc.)	Researcher, professor
Field of research	Art history (art of the 20 <sup>th</sup> century and contemporary art; issues related to exhibition practices and the mediation of art)
Function	Associate Professor
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doctor of Philosophy (PhD)
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	2012
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2018
Place	Syracuse (NY, USA)
Institution	Syracuse University
Field of training	Fulbright postdoctoral research grant (Humanities: Art History)
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	As a Junior Researcher, and later Assistant Professor, he has taken part in several college courses on the undergraduate and graduate study programmes of the Art History department of the Faculty of Humanities and Social Sciences in Split (Art of the 20th Century - Fundamental Problems and the End of Modernity, Contemporary Art, Pedagogy and Mediation In Art Through Museum and Gallery Spaces and Extraintitutional Initiatives of the 20th and 21st Century, The History of Exhibiting and Art Through Contemporary Exhibition Practices, Visual Communications).
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>“Frano Missia. Lutajući slikar: kronopis jednoga umjetničkog puta” (unofficial translation: Frano Missia. The Wandering Painter: A Chronography of One Artist’s Path) Faculty of Humanities and Social Sciences in Split and the Split City Museum, 2019, 384 pp. (Dalibor Prančević, author and book editor)</p> <p>“Between Art Nouveau and the Avant-Garde: The Personal (Ego) Network of Ivan Meštrović and the Map of Critical</p>



	<p>Reception of His Work during the 1910s“, in: <i>Modern and Contemporary Artists' Networks. An Inquiry into Digital History of Art and Architecture</i> (ed. Ljiljana Kolečnik, Sanja Kolečnik), Institute of Art History, Zagreb, 2018, pp. 38–63.</p> <p>“Akademija likovnih umjetnosti u Pragu kao stjecište moderne kiparske scene: iskustvo češkoga i hrvatskoga kulturnog prostora“, (unofficial translation: The Academy of Fine Arts in Prague as the Confluence of the Modern Sculptural Scene: the Experience of the Czech and Croatian Cultural Space), in: Barbara Vujanović, Dalibor Prančević, Marijan Lipovac, Jiri Kudela, <i>Ivan Meštrović and the Czechs: Examples of the Croatian-Czech Cultural and Political Reciprocity</i>, Ivan Meštrović Museums and the Croatian-Czech Society, Zagreb, 2018, pp. 60–109.</p> <p>“Sculpture by Ivan Mestrovic at the Grafton Galleries in 1917: Critical and Social Contexts“, (original scientific paper), <i>Sculpture Journal</i>, 25, Liverpool University Press, 2016, pp. 177–192.</p> <p>“Split, spomenik, drugo (uz suvremene umjetničke intervencije na javnim spomenicima u Splitu)“ (unofficial translation: Split, the Monument, the Other (on Contemporary Artistic Interventions in Public Spaces in Split), (preliminary communication), conference proceedings, conference “Problem spomenika: spomenik danas“ (unofficial translation: “The Question of the Monument: Monuments Today”), <i>Anali Galerije Antuna Augustinčića (The Annals of the Antun Augustinčić Gallery)</i>, Klanjec, 2015, pp. 143–158. (co-author: Božo Kesić)</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>From 2014 to 2018, he was a participant of the research project of the Croatian Scientific Foundation “Modern and Contemporary Artist Networks, Art groups and Art Associations: Organisation and Communication Models of Artist Collaborative Practices in the 20th and 21st Century” (led by Ljiljana Kolečnik, PhD, Institute of Art History in Zagreb)</p> <p>From 2017 to 2020 the leader of the Croatian Science Foundation project “Manifestations of Modern Sculpture in Croatia: Sculpture on the Crossroads Between Socio-political Pragmatism, Economic Possibilities and Aesthetical Contemplation”</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	<p>Art History and Italian Language and Literature (teacher education specialisation), Faculty of Humanities and Social Sciences in Zagreb.</p> <p>Postgraduate study programme of Art History, Faculty of Humanities and Social Sciences in Zagreb.</p>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	In 2012, along with Alemka Đivoje and Robertina Tomić, he was awarded the annual “Jure Kaštelan” award granted by



	Slobodna Dalmacija in the area of art. They were awarded for the project "Radni teren Jugoplastika" (unofficial translation: "Working Grounds of Jugoplastika"), 22.11. – 5. 12. 2011.
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First and last name and title of teacher	<b>Ana Torlak</b> , Ph.D., Assistant Professor
The course he/she teaches in the proposed study programme	Contemporary Art
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021545599
E-mail address	atorlak@ffst.hr
Personal web page	<a href="https://ffst.academia.edu/AnaTorlak">https://ffst.academia.edu/AnaTorlak</a>
Year of birth	/
Scientist ID	331632
Research or art rank, and date of last rank appointment	Research associate, 13.10.2017.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 14.2.2019.
Area and field of election into research or art rank	Area od humanities, field of art history, branch history and theory of fine arts, architecture, urbanism and visual communications
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	8. July 2011.
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	Scientific teaching
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	30. June 2015.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	The History of the Art of the Ancient World, undergraduate study of art history The Art of the Roman Empire in Croatia, undergraduate study of art history Ancient mythology and iconography, graduate study of art history

	Selected Chapters of Ancient Art, graduate Study of Art History
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Torlak, Ana. Salonitanska Hekata, Prilozi povijesti umjetnosti 44, Split 2019., 331-344.</p> <p>Torlak, Ana. Salonitanski spomenici u privatnim zbirka na početku XIX. stoljeća, IV. kongres hrvatskih povjesničara umjetnosti, 26.-29.11.2016, Zagreb, 9-19.</p> <p>Jasna Jeličić-Radonić, Torlak, Ana. Imperial Cult Statue In Salona, 15th Colloquium on Roman Provincial Art, Benefactors, Dedicants and Tomb Owners, Society – Iconography – Chronology, 14 – 20 June 2017, Graz – Austrija, 192-198.</p> <p>Torlak, Ana. Prilog poznavanju zbirke antičkih spomenika Carla i Francesca Lanze, Zbornik Filozofskog fakulteta u Splitu, br. 9., 2017., 153-163.</p> <p>Torlak, Ana. Ancient Salona Sculpture and Baron Carnea von Steffaneo, <i>SGEM 2016 3rd International Multidisciplinary Scientific Conference on Social Sciences and Arts</i>, 6 - 9 April, 2016, 11-17.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	During the regular study of teacher orientation, courses that provide methodological-psychological-didactic-pedagogical competencies are passed
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Shalom Sabar</b> , Ph.D., Full Professor
The course he/she teaches in the proposed study programme	Comparative Art
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Dept. of At History
Telephone number	+972-584143664
E-mail address	shaloms@mail.huji.ac.il
Personal web page	<a href="https://huji.academia.edu/ShalomSabar">https://huji.academia.edu/ShalomSabar</a>
Year of birth	1951
Scientist ID	Israeli ID - 72418460

Research or art rank, and date of last rank appointment	Dept. of Art History, the Hebrew University of Jerusalem 1987-present
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor - 2008
Area and field of election into research or art rank	Jewish Art, Jewish Folklore, Folk Art, Material Culture
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Hebrew University of Jerusalem
Date of employment	1987 until retirement (2018)
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Jewish Art and Folklore
Function	Retired
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Phd
Institution	UCLA
Place	Los Angeles, California
Date	1987
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	Various
Place	Various
Institution	Not formal training
Field of training	Academic tours guide; curator of exhibitions; appraiser of Jewish art
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Hebrew; Aramaic
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 3;
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French – 3;
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German – 2;
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish - 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Teaching and lecturing widely (public lectures) since 1987 [in Israel, USA, Australia and Europe
Authorship of university/faculty textbooks in the field of the course	No textbooks per-se but many scholarly papers on the topics I teach – including some that serve as basic readings in the field they cover.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Attached is full list of publications by date

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Same. And see <a href="https://huji.academia.edu/ShalomSabar">https://huji.academia.edu/ShalomSabar</a> where most of the essays can be viewed.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Teaching, guiding travelling seminars to historical Jewish sites in many countries; guest curator of exhibits in Israel and the US.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Dept. of Art History, UCLA
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	For some 25 years have been elected by students, year after year, for excellence in teaching.

First and last name and title of teacher	<b>Gordana Galić Kakkonen</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Literature and Identity
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička 35, 21000 Split
Telephone number	00385915851789
E-mail address	ggalic@ffst.hr
Personal web page	/
Year of birth	1972
Scientist ID	276 150
Research or art rank, and date of last rank appointment	Senior Research Associate 19th of January 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor 14th of February 2017
Area and field of election into research or art rank	Humanities/Philology/History and Theory of Literature
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	1st of July 2002
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	History and Theory of Literature
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Zagreb, Faculty of Philosophy
Place	Zagreb

Date	3th of November 2006
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2005, 2007, 2008
Place	Bergen/Norway, Joensuu/Finland, Sydney/Australia
Institution	University of Bergen, University of Joensuu, Macquarie University
Field of training	Medieval literature, Croatian language, literature and culture
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	World literature (Undergraduate study, Croatian language and literature); Introduction to comparative literature (Graduate study, Croatian language and literature); History and theory of literature (Art Academy); European literary tradition (Undergraduate study, Croatian language and literature); Non-Western literary tradition (Undergraduate study, Croatian language and literature); Croatian medieval and renaissance literature (Undergraduate study, Croatian language and literature); Research methods in philology (Graduate study, Croatian language and literature); Literature in the 21st century context (Graduate study, Croatian language and literature).
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>Galić Kakkonen, G., Vrbat, M. "Literary Interpretation and Popularisation of Historical Context in The Witch of Gric." Present and Past in the Study of Religion and Magic. Agnes Hesz, Eva Pocs (ur). Balassi Kiado – Budapest: Department of European Ethnology and Cultural Anthropology, University of Pecs, and at the Hungarian Academy of Sciences, Research Centre for the Humanities, Institute of Ethnography, 2019., str. 297–319.</li> <li>Galić Kakkonen, G. "Ramón de Perellós' Wordly and Otherwordly Journey to Saint Patrick's Purgatory." Body, Soul, Spirits and Supernatural Communication. Pócs, Éva (ur). Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2019., str. 365–375.</li> <li>Galić Kakkonen, G. Svjetska književnost – putevi i stranputice. Split: Filozofski fakultet u Splitu, 2017.</li> <li>Galić Kakkonen, G. "Svjetska književnost u eri globalizacije i nova žanrovska paradigma." Komparativna povijest hrvatske književnosti – Zbornik radova XIX. VRSTA ILI ŽANR. Glunčić-Bužančić, Vinka; Grgić, Kristina (ur). Split – Zagreb: Književni</li> </ol>

	krug Split, Odsjek za komparativnu književnost Filozofskog fakulteta Sveučilišta u Zagrebu, 2017., str. 288–311. 5. Galić Kakkonen, G., Mihaljević, N. "Globalizacija, svjetska književnost i prevođenje." U <i>Studi filologici e interculturali tra traduzione e plurilinguismo</i> . Scotti Jurić, R., Poropat Jeletić, N., Matticchio I. (ur). Ariccia: Aracne editrice, 2016., str. 215–224.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Methodological-psychological-didactic-pedagogical group of subjects in accordance with the curriculum of the Faculty of Philosophy, University of Zagreb.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Nikica Mihaljević</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Literature and Identity
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 576
E-mail address	nikica@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	263074
Research or art rank, and date of last rank appointment	Senior Research Associate, 10th July 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 14th July 2017
Area and field of election into research or art rank	Humanities, philology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1st February 2004
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Italian Literature

Function	Editor-in-Chief of faculty scholarly journal <i>Zbornik radova Filozofskog fakulteta u Splitu</i>
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Macerata
Place	Macerata, Italy
Date	2009.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	Visiting Professor
Place	Macerata, Italy
Institution	University of Macerata
Field of training	Italian Literature
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish, 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Mihaljević, N. - Todorović, D., <i>Evoluzione pericolosa. Studi sul rapporto madre-figlia nella letteratura italiana</i>, Split, Filozofski fakultet u Splitu, 2016.</p> <p>Mihaljević, N. - Toppan, L., (eds.) «<i>Dire il dolore</i>». <i>Scrittori e poeti italiani interpreti dell'esperienza umana : itinerari tra XVI e XXI secolo</i>, Université de Lorraine, Centre de Recherche L.I.S. (Littératures, Imaginaire, Sociétés), Éditions Chemins de Tr@averse, 2016.</p> <p>Mihaljević, N. (ed.), <i>Gender In(Equality): Literary, Linguistic, and Artistic Responses to Gendered Dominance</i>, Warsaw, IRF Press, 2017.</p> <p>Mihaljević, N. – Carić, S., “<i>The centre cannot hold</i>”: <i>Quattro scrittrici migranti interpretano i malanni moderni</i>, Split, Filozofski fakultet u Splitu, 2018.</p> <p>Jurišić, S. – Marić, A. – Mihaljević, N. – Dalmatin, K. (eds.), <i>La città italiana come spazio letterario nel contesto mediterraneo (1990-2015)</i>, Firenze, Franco Cesati, 2018.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology	/



and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Italian Language and Literature Undergraduate Studies and English Language and Literature Undergraduate Studies, University of Zadar
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Lucijana Armanda Šundov</b> , Ph.D., Assistant Professor
The course he/she teaches in the proposed study programme	Literature and Identity
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 554
E-mail address	<a href="mailto:larmanda@ffst.hr">larmanda@ffst.hr</a>
Personal web page	<a href="http://www.ffst.hr/lucijana.armanda_sundov">http://www.ffst.hr/lucijana.armanda_sundov</a>
Year of birth	/
Scientist ID	310434
Research or art rank, and date of last rank appointment	Research Associate (September 15 <sup>th</sup> , 2016)
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor (March 20 <sup>th</sup> , 2019)
Area and field of election into research or art rank	Humanities/ Philology/ Croatian Studies
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split, faculty of Humanities and Social Sciences
Date of employment	December 29 <sup>th</sup> , 2008
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Humanities/ Philology/ Croatian studies
Function	
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	December 3 <sup>rd</sup> , 2014
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Teaching the following courses: Croatian Medieval and Renaissance Literature (Undergraduate Croatian Language and Literature programme), Croatian Literature from the Catholic Revival to Romanticism (Undergraduate Croatian Language and Literature programme), Romanticism, Realism and the Modern Age in Croatian Literature (Undergraduate Croatian Language and Literature programme), Croatian Literature of the 20 <sup>th</sup> Century (Undergraduate Croatian Language and Literature programme), Geography and Croatian Literature (Graduate Croatian Language and Literature programme), Methodological Approaches to Literary texts (Undergraduate Croatian Language and Literature programme), Children's Literature (Under-Graduate Pre-School Education Programme), Croatian Children's Literature (Integrated Undergraduate Teacher Education Study Programme), Literature for Youth (Integrated Undergraduate Teacher Education Study Programme), Interpretation of Religious Literary Texts (Catholic Faculty of Theology)
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Armanda Šundov, Lucijana. Tijelo, smrt i kanon u romanu Božanska glad Slavenke Drakulić. <i>Komparativna povijest hrvatske književnosti – Zbornik radova. Književni kanon</i>. Split – Zagreb (2018); str. 295-309.</li> <li>2. Armanda Šundov, Lucijana. Gotička pripovijest kao poseban (pod)žanr hrvatske fantastične književnosti. // <i>Komparativna povijest hrvatske književnosti – Zbornik radova XIX. Vrsta ili žanr</i>. Split – Zagreb (2017); str. 225-238.</li> <li>3. Armanda Šundov, Lucijana. <i>Fantastično i čudesno; usporedba bajkovitih svjetova Lewisa Carrola i Sunčane Škrinjarić</i>. // <i>Dijete, igra, stvaralaštvo</i>. Zbornik radova znanstvene konferencije s međunarodnom suradnjom. Zagreb (2016); str. 25-42</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Graduate Study Programme: Croatian Language and Literature and English Language and Literature, specialization in: Teacher Education
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Tonći Prodan</b> , Ph. D., Assistant Professor
The course he/she teaches in the proposed study programme	Cyber security
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Ulica 7 Kaštela br. 8, 21000 Split, Croatia
Telephone number	00385911824741
E-mail address	tprodanportnav@gmail.com
Personal web page	/
Year of birth	September 14, 1965
Scientist ID	325784
Research or art rank, and date of last rank appointment	June 10, 2020, Assistant Professor (Docent)
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	June 10, 2020, Assistant Professor (Docent)
Area and field of election into research or art rank	Social sciences, the scientific field of security and defense sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Portus et Navem d.o.o. / University Department for Forensic Sciences, University of Split (external associate)
Date of employment	2016 / 2020
Name of position (professor, researcher, associate teacher, etc.)	Director / Deputy Head of Study Module Forensics and National Security and Assistant Professor
Field of research	Business and security consulting / Forensics and National Security
Function	Director / Deputy Head of Study Module Forensics and National Security and Assistant Professor
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doctor of Science
Institution	Faculty of Political Science, University of Zagreb
Place	Zagreb
Date	2014
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language - 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name)	1. Deputy Head of the study module Forensics and National Security,

title of course, study programme where it is/was offered, and level of study programme)	<p>2. Study of Forensic Sciences, Forensics and National Security, external associate 2018-2022, course teacher / associate teacher:</p> <ul style="list-style-type: none"> <li>- Crisis management,</li> <li>- Forensics of transport systems,</li> <li>- Maritime and underwater security,</li> <li>- Corporate security,</li> <li>- Diplomacy and diplomatic communication,</li> <li>- Traffic accident forensics</li> <li>- Management, command and control in the firefighting system,</li> <li>- Personal Security and Self-Defense.</li> </ul> <p>3. ASPIRA University College, Business Intelligence, course teacher</p> <p>4. The University College of Inspection and Personnel Management, course Personnel Management of a Maritime Company, Crisis Management, Marine and Environmental Protection, associate teacher</p>
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Prodan, T. (2017). Maritime Terrorism and Resilience of Maritime Critical Infrastructures (National Security and the Future, Vol.18 No.1-2: 101-122 ISSN 1332-4454)</p> <p>Prodan, T., Stošić, M. (2018). Endangering Maritime Security – Risk Scenarios and Countermeasures. (National security and the future, Vol.19 No.1-2 Rujan 2018. str. 143-172 ISSN 1332-4454).</p> <p>Bilandžić, M., Prodan, T., Mrčela, A. (2018). Culture and Terrorism: Cultural Heritage of Historic Maritime Cities in Counter-Terrorism Strategies (Policija i sigurnost, 1-14, ISSN 1330-0220)</p> <p>Kasum, J., Marendić, S., Prodan, T. (2018). Sigurnost i nautički turizam u povijesnim gradovima / Security and nautical tourism in historical cities</p> <p>Prodan, T., Kasum, J., Stošić M., Ugrin, Č. (2019.) Security Challenges and Guideline Proposals for the Development of Underwater Security</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>1. Europe's Coherence Gap in External Crisis and Conflict Management Political Rhetoric and Institutional Practices in the EU and Its Member States; Bertelsmann Stiftung</p>

	<p>(ed.); Centre for European Policy Studies (CEPS), think tank based in Brussels – country expert (2020)</p> <p>2. One of the elected “local heroes” in a project launched by the European Commission called Together for a Safer EU – “EU PROTECTS” (2019)</p> <p>3. Member of Confederation of European Security Services (CoESS, Brussels), active member of Maritime Security Committee (deals with all matters related to maritime and port security); Passenger Ship Security, New CoESS Maritime Security Training Manual, etc. (2018-2022)</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	<p>1. University of Split University Department of Forensic Sciences</p> <p>Acknowledgment for special contribution to the work of the Commission for the Initiation of Undergraduate University Studies in Forensics (2021)</p> <p>2. University of Split University Department of Forensic Science</p> <p>Confirmation of participation as a member of the committee in the development of an new accredited study program "Undergraduate Study Program in Forensics" by the University Department of Forensic Science, University of Split (2021)</p>

First and last name and title of teacher	<b>Josip Kasum, Ph.D.</b> , Distinguished Professor
The course he/she teaches in the proposed study programme	Cyber Security
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Osječka 52, 21000 Split, Republika Hrvatska
Telephone number	00 385 91 215 7064
E-mail address	jkasum@unist.hr
Personal web page	/
Year of birth	1961
Scientist ID	222324
Research or art rank, and date of last rank appointment	tenure professor 16.05.2016.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/

Area and field of election into research or art rank	Technical sciences, field of traffic and transport technology (classification code 2.12.)
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	UNIVERSITY DEPARTMENT OF FORENSIC SCIENCES
Date of employment	01.02. 2015.
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	maritime and underwater safety, forensic engineering, hydrography, navigation safety and security, electronic navigation, integrated navigation systems, satellite positioning systems
Function	Head of Forensic Engineering Laboratory
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Maritime faculty – University of Rijeka
Place	Rijeka, Croatia
Date	8. November 2002.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 3-4
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	"Maritime and Underwater Safety" - University Department of Forensic Sciences, University of Split "Traffic Systems Forensics" - University Department of Forensic Sciences, University of Split "Forensics and Artificial Intelligence" - University Department of Forensic Sciences, University of Split "Personal Security and Self-Defense" - University Department of Forensic Sciences, University of Split "Hydrographic Engineering and Navigation Safety" Study program: "Maritime" Level of study program: postgraduate interuniversity scientific doctoral study
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. T Prodan, J Kasum, M Stošić, Č Ugrin, Security Challenges and Guideline Proposals for the Development of Underwater Security, National security and the future 20 (1-2), 71-84, (2020) 2. J Kasum, M Pilić, N Jovanović, H Pienaar, Model of forensic hydrography, Transactions on Maritime Science 8 (02), 246-252, (2019) 3. J Kasum, Z Primorac, M Pilic, The Influence of Island Infrastructure on Security, Sustainability and Development of Nautical Tourism, Reflections on The Mediterranean: Mediterranean Issues, Book 2, 305-316, (2019)

	<p>4. J Kasum, J Žanić Mikuličić, V Kolić, Safety issues, security and risk management in nautical tourism</p> <p>5. Transactions on Maritime Science 7 (02), 184-188, (2018)</p> <p>6. J Žanić Mikuličić, J Kasum, A Jugović, Distribution of Maritime Safety Information and Improvement Measures for Safety of Navigation, Naše more: znanstveni časopis za more i pomorstvo 65 (3), 164-168, (2018)</p> <p>7. S. J. Cvjetković, J. Kasum, T. Tokić, Lightning Protection on Non-convention Vessels in Dynamic Conditions, Journal of Engineering Research and Application 8 (Issue 2), pp.68-74, (2018)</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	/
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	Plaque for outstanding contribution to the development of the University of Split, 2010

First and last name and title of teacher	<b>Damir Mihanovic</b> , Ph.D., Assistant Professor
The course he/she teaches in the proposed study programme	Cyber Security
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Fra Luje Maruna 4, Split
Telephone number	+385 91 2292292
E-mail address	dmihanovic1@gmail.com
Personal web page	/
Year of birth	1972
Scientist ID	338924
Research or art rank, and date of last rank appointment	01/09/2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor 07/14/2017
Area and field of election into research or art rank	Social Sciences, Economy, Management
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Sveučilište Sjever, Trg dr. Žarka Dolinara 1, 48000 Koprivnica
Date of employment	01/10/2015
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor



Field of research	Social Sciences, Economy, Management
Function	Teacher
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph.D.
Institution	Sveučilište u Splitu, Ekonomski fakultet Split
Place	Split
Date	02/03/2016
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1998, 2010
Place	London
Institution	Hampstead School of English
Field of training	
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ol style="list-style-type: none"> <li>1. Teacher in Doctoral Studies in Economics and Global Security at the Faculty of Economics in Zagreb</li> <li>2. Teacher at the University of the North in the course Financial Institutions and Markets (Cyber Security)</li> </ol>
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Mihanović, D. (2021): „<i>Management and managing human resources</i>“, <i>ABSRJ, Volume 12, No. 2</i>, (Letter of Confirmation)</li> <li>2. Mihanović, D.; Božić, R.; Radić, A. (2020): „<i>A contribution to the analysis of external mechanisms of corporate governance in maritime companies</i>“, <i>ABSRJ, Volume 11, No.2</i>, str. 74-89 (ISSN 1855-931X)</li> <li>3. Omazić, M.; <b>Mihanović, D.</b>; Sopta, A. (2020): „<i>The importance of organizational culture for management of changes in a public enterprise</i>“, <i>ABSRJ, Volume 11, No.1</i>, str. 1-22 (ISSN 1855-931X)</li> <li>4. Mateljak, Ž.; Rendulić, D.; <b>Mihanović, D.</b> (2020): „<i>Upravljanje proizvodnjom i projektima</i>“, poglavlje u udžbeniku „<i>Menadžment</i>“, Ekonomski fakultet Sveučilišta u Splitu; Ekonomski fakultet Sveučilišta u Mostaru; Ekonomski fakultet Univerziteta u Sarajevu, UDK 65.012.4 (075.8), ISBN 978-953-281-087-5.</li> <li>5. Mihanović, D.; Božić, R.; Burica, L. (2019): „<i>Contributing to the development of organizational structures in shipbuilding enterprises through the application of the system dynamics modeling</i>“, <i>Proceedings of the 8th IMS Conference, Faculty of Maritime Studies in Kotor, University of Montenegro; Faculty of Maritime Studies in Split, University of Split, Croatia; Kotor</i>, str. 175-186. (ISBN 978-86-80031-64-4)</li> </ol>

	<p>6. Kontuš, E.; <b>Mihanović, D.</b> (2019): „<u>Management of liquidity and liquid assets in small and medium-sized enterprises</u>“, Economic Research - Ekonomska istraživanja, Volume <b>32</b>, No. 1, str. 3247-3265 doi:10.1080/1331677X.2019.1660198 (Print ISSN: 1331-677X Online ISSN: 1848-9664)</p>
<p>Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)</p>	<ol style="list-style-type: none"> <li>1. Rendulić, D.; <b>Mihanović, D.</b>; Troković, R. (2021): „<i>E-government innovation: The case of e-Estonia and implications for entrepreneurship and public sector in South-East Europe</i>“, Proceedings of the EDT (Economics of Digital Transformation) Conference; Rijeka: Ekonomski fakultet Sveučilišta u Rijeci</li> <li>2. Alfirević, N.; Petković, S.; Mihanović, D. (2019): „<i>Higher education students understanding of natural and social sustainability: Preliminary empirical research in South-East Europe</i>“, Proceedings of the 7th REDETE Conference „Researching economic development and entrepreneurship in transition economies“; Ekonomski fakultet Univerziteta u Banja Luci, Banja Luka, str. 64-74. (ISBN 978-99938-46-87-1)</li> <li>3. Alfirević, N.; Popović, T.; Mihanović, D. (2018): „<i>Do education-related attitudes and values contribute to behavioural business ethics? An empirical study of Croatian students</i>“, Proceedings of the 6th REDETE Conference „Researching economic development and entrepreneurship in transition economies“; Ekonomski fakultet Univerziteta u Banja Luci, Banja Luka, str. 177-191. (ISBN 978-99938-46-80-2)</li> <li>4. Mihanović, D. (2018): „<i>Poticanje prijenosa znanja i ulaganja u ljudski kapital kao pretpostavka uspješnosti poslovanja na ruralnim područjima</i>“, Prva međunarodna konferencija: Društveni i gospodarski razvoj ruralnih krajeva u zemljama jugoistočne Europe – Izazovi i razvojne mogućnosti, Sveučilište u Kninu, Knin, str. 112-121. (ISBN 978-953-7504-20-5)</li> <li>5. Alfirević, N.; Popović, T.; Mihanović, D. (2017.): „<u>Higher education and socio-economic inequalities in South-East Europe: Results of empirical research</u>“, Proceedings of the 5th International Conference ICEI 2017, Ekonomski fakultet Univerziteta u Tuzli, Tuzla, str. 564-577. (ISSN 2490-2616)</li> <li>6. Bagat, M.; Sruck, B.; Mihanović, D. (2017): „<u>Health workers unemployment during the economic crisis</u>“, Proceedings of the 5th REDETE Conference „Researching economic development and entrepreneurship in transition economies“; Ekonomski fakultet Univerziteta u Banja Luci, Banja Luka, str. 12-20. (ISBN 978-99938-46-54-3)</li> </ol>
<p>Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)</p>	<p>/</p>
<p>The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?</p>	<p>/</p>

PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/
First and last name and title of teacher	<b>Dragan Primorac</b> , Ph.D., Distinguished Professor
The course he/she teaches in the proposed study programme	Croatian-Israeli Relationship
GENERAL INFORMATION ON COURSE TEACHER	
Address	/
Telephone number	/
E-mail address	<a href="mailto:office@draganprimorac.com">office@draganprimorac.com</a> , <a href="mailto:dup16@psu.edu">dup16@psu.edu</a>
Personal web page	<a href="https://www.draganprimorac.com/hr/">https://www.draganprimorac.com/hr/</a>
Year of birth	June 7, 1965
Scientist ID	212641
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Distinguished Professor, 2016.
Area and field of election into research or art rank	Pediatrics, Medicine and Forensics
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Specijalna bolnica Sv. Katarina
Date of employment	2011.
Name of position (professor, researcher, associate teacher, etc.)	Full professor
Field of research	Medicine
Function	Owner
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	University of Connecticut
Place	USA
Date	1996
INFORMATION ON ADDITIONAL TRAINING	
Year	1998
Place	Philadelphia, PA, USA
Institution	St. Christopher's Hospital for Children at Allegheny University of the Health Sciences
Field of training	postoperative treatment of pediatric patients with the liver transplant
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	

Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>2009-Eberly College of Science, Penn State University, PA, U.S., (Postgraduate Studies)</p> <p>2011-University of New Haven, CT, U.S. (Postgraduate Studies)</p> <p><i>Our Way to Become Knowledge-Based Society?</i> Lecture at American Chamber of Commerce in Croatia, Zagreb, Croatia, April 12, 2006.</p> <p><i>Croatia - Knowledge-Based Society</i>. Pentecost Dialogue "Geist &amp; Gegenwart 2007", Seggau Castle, Austria May 24-26, 2007.</p> <p><i>The Future of University Education in 22nd Century</i>. University of Mostar, Bosnia and Herzegovina, January 16th, 2019.</p> <p><i>Humanitarian Perspective in the 21<sup>st</sup> Century</i>. 2nd International and 18th National Congress on Forensic Sciences. October 14-17, 2021, Turkey</p>
Authorship of university/faculty textbooks in the field of the course	<p>Marjanović D, <b>Primorac D</b>, Dogan Serkan: <i>Forensic genetics: Theory and Application.</i>, International Burch University, Sarajevo, 2018.</p> <p>Hudetz D, Jeleč Ž, Rod E, Borić I, Plečko M, <b>Primorac D</b>. <i>The Future of Cartilage Repair. In: Personalized Medicine in Healthcare Systems: legal, Medical and Economic Implications.</i> (Editors: Nada Bodiroga-Vukobrat, Daniel Rukavina, Krešimir Pavelić, Gerald G. Sander). Cham: Springer Nature Switzerland, Switzerland; 2019. p.375-411.</p> <p><i>Ancestors in us. Genetic treasure of Bosnia and Herzegovina.</i> (Editors: Damir Marjanović, Dragan Primorac, Salmedin Mesihović. Sarajevo: Mladinska knjiga, Bosnia and Herzegovina; 2019.</p> <p>Bach-Rojecky L, Čutura T, Lozić M, Husedžinović Kliškinjić, Matišić V, Primorac D. <i>Personalized Anesthetic Pharmacology. In Personalized Medicine in Anesthesia. Pain and Perioperative Medicine.</i> Cham: Springer Nature Switzerland, Switzerland; 2020. P. 65-92.</p> <p><b>Primorac D</b>, Höppner W and. <i>Pharmacogenetics in clinical practice Experience with 55 commonly used drugs.</i> St. Catherine Hospital, Zagreb, Berlin, Hamburg, Philadelphia. 2021.</p>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Pavlović T, Štefančić K, Rožanković M, Boban L, Borić I, Molnar V, Zekan P, Primorac D. <i>Radiol Case Rep.</i> 2019;15(2):136-140. doi: 10.1016/j.radcr.2019.10.031.</p> <p>Primorac D and Bach-Rojecky L. <i>Could a Personalized Approach to Therapy End the war on Pain? Practical Pain Management.</i> 2019;19(3):50-53.</p> <p>Perić V, Kotter T, Molnar V, Matišić V, Čukelj F, Primorac D. <i>Mesenchymal Stem Cells in the Treatment of Knee Osteoarthritis. HSOA J Stem Cell Res Dev</i> 2020,6:050. doi:10.24966/SRDT-2060/100050.</p> <p>Vrdoljak T, Molnar V, Jeleč Ž, Matišić V, Dobričić B, Borić I, Primorac D. <i>One-Stage Bilateral Total Hip Replacement Using Direct Anterior Approach Via „Bikini“ Incision: A Case Report. Acta Chir Croat</i> 2021; 18: 21-24</p> <p>Hudetz D, Molnar V, Jeleč Ž, Rod E, Matišić V, Borić I, Primorac D. <i>Anterior cruciate ligament reconstructon with anterolateral stabilization by modified Lemaire Technique in Adolescent professional football player: A Case Report. Acta Chir Croat</i> 2021; 18: 15-20</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2012-2017  2013-2019  2020-  2020-  2020-	Seventh Framework Programme (Grant agreement No: 305479) Diagnostic and prognostic biomarkers for inflammatory bowel disease IBD-BIOM  Seventh Framework Programme (Grant agreement No: 602736) Understanding and controlling pain (PAIN-OMICS) (PI)  The S3 EU Innovation Project (Grant KK.03.2.2.06.0100) Integrative personalized medicine approaches for breast cancer diagnostics and treatment (PI)  The IRI 2 EU project (KK.01.2.1.02.0173) Clinical and molecular phenotypisation of osteoarthritis: personalized approach to diagnostics and treatment (PI)  Sudden Cardiac Death—A New Insight into Potentially Fatal Genetic Markers (St. Catherine Hospital, Croatian Football Federation, ISABS, Croatian Society for Personalized Medicine, Croatian Society for Human Genetics) (PI)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/	
<b>PRIZES AND AWARDS</b>		
Prizes and awards for teaching and scholarly/artistic work	2010  2011  2015  2019	<i>Signet of the Polytechnic "Marko Marulić" - Knin</i> (Signet is the highest award given by the Polytechnic to domestic and foreign legal entities and individuals for outstanding contribution to the improvement the Polytechnic and the development of society as a whole)  <i>Presidential Award</i> for his contribution given to forensic sciences (Award was given by Professor Duarte Nuno Vieira, President of the International Association of Forensic Sciences)  The State Science Award (Award was given by the Parliament of the Republic of Croatia for outstanding contribution to biomedical science)  "Mary E. Cowan Outstanding Service Award," (Award was given by American

	Academy of Forensic Sciences For Prof. Primorac's excellence, international renown and contribution to the development of forensic sciences)
2019	Charter of the University of Split Award was given by University of Split

First and last name and title of teacher	<b>Illan Mor</b> , Israeli Ambassador
The course he/she teaches in the proposed study programme	Croatian-Israeli Relationship
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Ulica grada Vukovara 271
Telephone number	099-7000030
E-mail address	info@zagreb.mfa.gov.il
Personal web page	/
Year of birth	1955
Scientist ID	/
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Embassy of the state of Israel
Date of employment	31/12/2018
Name of position (professor, researcher, associate teacher, etc.)	Ambassador
Field of research	/
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Mba
Institution	Tel Aviv university
Place	Tel Aviv, Israel
Date	1998
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Hebrew
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 5

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> <li>- „Middle East and Israel“</li> <li>- „Religion and Politics in the Middle East“</li> <li>- „History of Israel“</li> <li>- "From Start up nation to smart up nation"</li> <li>- „Israel-The spirit of innovation“</li> <li>- " Israel after 71 years"</li> </ul>
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Brian Daniel Willems</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Social Crossroads in Film
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35
Telephone number	021545559
E-mail address	<a href="mailto:bwillems@ffst.hr">bwillems@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	331676
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, Dec 2019.



Area and field of election into research or art rank	English
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences, Department of English Language and Literature
Date of employment	2003
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Literature and film
Function	Head of Literature in English section
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doctorate, Literature
Institution	University of Split
Place	Split, Croatia
Date	2013.
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	University of Split: Literary Futures  University of Ljubljana: Shakespeare, American Drama, American Poetry, British Poetry, American Naturalism
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. "Speculative Realism: The Human Non-Human Divide." U: <i>After the Human: Reading Now</i>. Ur. Sherryl Vint. Cambridge: Cambridge University Press, 2020, str. 192-205.</li> <li>2. "Automating Economic Revolution: Robert Heinlein's <i>The Moon is a Harsh Mistress</i>." U: <i>Economic Science Fictions</i>. Ed. Will Davies. London: Goldsmiths Press; Cambridge: MIT Press, 2018: 73-92.</li> <li>3. "Scale and Change: Assaf Gavron's <i>CrocAttack!</i>, Nathan Englander's 'Sister Hills' and Elia Suleiman's <i>Divine Intervention</i>," <i>Textual Practice</i> 32:1 (2018): 163-84.</li> <li>4. "Financijski algoritmi u književnosti poslije 2008.: Kim Stanley Robinson i Hari Kunzru." <i>Književna smotra</i> 50:189(3) (2018): 3-13.</li> <li>5. <i>Speculative Realism and Science Fiction</i>. Edinburgh University Press, 2017.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology	/

and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2018-2020. Establishment of Korean Studies and Training Plans for Experts in Koreanology at University of Split, KLASA 605-01/18-01/0005; URBROJ: 2181-190-03-1/9-18-0004. Project head: Prof. dr. sc. Boris Škvorc.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	/
<b>PRIZES AND AWARDS</b>	
Recognitions and awards for teaching and scientific work / artistic work	2019. Award for academic achievement, University of Split, for 2019.  2011, NajProfesora Student-given award for best professor at the Faculty of Philosophy  2010, <i>From A to &lt;A&gt;: Keywords in Markup</i> , featuring the essay "An Accidental Imperative: The Menacing Nothing of &nbsp;," was presented with the Computers and Composition Distinguished Book Award.

First and last name and title of teacher	<b>Srećko Jurišić</b> , Ph.D, Associate Professor
The course he/she teaches in the proposed study programme	Social Crossroads in Film
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21 000 Split
Telephone number	/
E-mail address	sreckojurisc@gmail.com
Personal web page	/
Year of birth	1979
Scientist ID	315013
Research or art rank, and date of last rank appointment	Senior Research Associate, 2016.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, November 2016.
Area and field of election into research or art rank	Humanities, philology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	July, 1, 2010
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Italian literature
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Chieti - Pescara
Place	Pescara
Date	2009

INFORMATION ON ADDITIONAL TRAINING	
Year	2009
Place	Vasto, Italy
Institution	Centro europe odi studi rossettiani – „Decadence and Modernism in Italy and in Europe"
Field of training	Italian literature
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish, 4 French, 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Assistant at the Department of Italian literature department of comparative literature at the University of Chieti-Pescara; subject: Italian literature; Program Name: Course in foreign languages and literature, Course in translation, interpretation and cultural mediation: bachelor and master program.
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Jurisc, Srecko (2011). <i>Ai margini dell'impero. L'antirisorgimento in Dalmazia // Italies. Revue d'etudes italiennes</i> ; pp. 135-155 (scientific paper).  Jurisc, Srecko (2011). <i>Death by clothes. Garments as a social constraint in Pirandello's short stories</i> ; Pirandello Studies. 31; pp. 28-42 (scientific paper).  Jurisc, Srecko (2010). <i>Roma città azienda. "Cinacittà" di Tommaso Pincio</i> , Narrativa. 32; pp. 199-220 (scientific paper).  Jurisc, Srecko (2011). <i>Il turismo bellico. Sulle categorie del riso nell'immaginario postcoloniale italiano</i> ; Proceedings of the Faculty of Humanities and Social Sciences in Spilt 4; pp. 123-143 (scientific paper).  Jurisc, Srecko (2011). <i>La dimensione teatrale dei racconti di Andrea Camilleri</i> ; Misure Critiche. 1-2; pp. 169-189 (scientific paper).
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	University of Chieti - Pescara

didactic-pedagogical group of competences	
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Slobodan Jokić</b> , Ph.D., full professor art.
The course he/she teaches in the proposed study programme	Social Crossroads in Film

<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
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Address	Put Firula 31, 21000 Split, Croatia
Telephone number	98 927 1628
E-mail address	<b><a href="mailto:danoki@xs4all.nl">danoki@xs4all.nl</a></b>
Personal web page	/
Year of birth	1965
Scientist ID	/
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Red. Prof. Art.
Area and field of election into research or art rank	Film

<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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Institution where employed	University of Split, Arts Academy, Department of Film and Video
Date of employment	2001
Name of position (professor, researcher, associate teacher, etc.)	Red. Prof. Art.
Field of research	Film
Function	Professor of Film

<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
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Degree	PhD Art. (Film Directing and Screenwriting)
Institution	Maurits Binger Film Institute
Place	Amsterdam, Netherlands
Date	1999.

<b>INFORMATION ON ADDITIONAL TRAINING</b>	
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Year	/
Place	/
Institution	/
Field of training	/

<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Dutch 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Introduction to the Philosophy of Media, UMAS, undergraduate
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	2019. <i>The Absence of Telepresence</i> , VN Gallery Zagreb - HULU Split
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	2021 The Last Super 8 film, ARGOS TV, Bruxelles 2020. Kino Zona: Oproštaj, Kazalište lutaka, Zadar. 2019 Odsutnost Teleprisutnosti, Galerija VN, Zagreb 2018 Odsutnost Teleprisutnosti, Galerijski Centar, 17.Dani performansa, Varaždin Odsutnost Teleprisutnosti, Salon Galić, Split 2017 Videospritz – Dan Oki, Trieste Contemporanea, Trst, Italy Mrak, Hankuk University, Seoul, south Korea, The Last Super 8 film, / New collection, Argos Gallery, Bruxelles, Belgium
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Seed Program for Korean Studies through the Ministry of Education of the Republic of Korea and the Korean Studies Promotion Service of the Academy of Korean Studies
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	- T-HT - Museum of Contemporary Art 2011, 2nd re-demption prize, Zagreb - Ivo Kalina Award for the best annual exhibition, 2011, Rijeka - Rudolf Bunk Biennial Award, for scenography in Ham-let by director Alaeksandr Ogarjev, HNK, 2010,. Split - Black Box ARCO Award, Ten from the World, for the five-channel video installation Oxygen4, Madrid, Spain, 2006.

	<ul style="list-style-type: none"> <li>- Videovortex 2000 Grand Prix for the film; Divine Be-ings;, Zurich, Switzerland 2000.</li> <li>- Special Jury Award for New Media at the International New Film Festival in Split, for CD-rom installation; In the environment of chimeras;, Split, Croatia 1999</li> <li>- Werkbeurs Award for All Artistic Work from the Netherlands Foundation for Fine Arts and Design, Amsterdam 1998.</li> <li>- Jury Prize at the International Biennial ARTEC &amp; # 39; 97 for computer animation; The Householder;, Nagoya, Japan, 1997.</li> <li>- Third prize for Experimental Film at the Film Review of the Republic of Croatia, film; In my eyes flew needles;, MM Center, Zagreb, Croatia, 1989</li> </ul>
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First and last name and title of teacher	<b>Ivana Tomić Ferić</b> , Ph.D., Full Professor
The course he/she teaches in the proposed study programme	National Identity in Music
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Matoševa 16, 21000 Split
Telephone number	00385915338488
E-mail address	ivanatf@ffst.hr
Personal web page	www.gidal.org
Year of birth	1973.
Scientist ID	221132
Research or art rank, and date of last rank appointment	Scientific Adviser, first election, November 14th, 2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, first election, November 14th, 2018.
Area and field of election into research or art rank	Humanities and Social Sciences / Science of Arts / Musicology and Ethnomusicology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	The Arts Academy University of Split
Date of employment	June 15th, 2006.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Music Historiography, History and Aesthetics of Music, Croatian Traditional Music, Croatian music in European context

Function	Head of Department of Music Pedagogy
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Music Academy, University of Zagreb
Place	Zagreb
Date	March 6th, 2006.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
First languages	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5 (excellent)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 5 (excellent)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German – 2 (sufficient)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	History of European Music, Music Theory and Pedagogy, bachelor's degree History of Croatian Music, Music Theory and Pedagogy, master's degree Introduction in Musicology, Music Theory and Pedagogy, master's degree Aesthetics of Music, Music Theory and Pedagogy, master's degree Aesthetics of Music, Ethnomusicology, PhD degree
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Through the history of music education in Split from the Municipal school of music (1867) to the Music Academy (1997), in: <i>Music pedagogy in the context of present and future changes 4</i> (ed. Balić, V. &amp; Radica, D.), Proceedings from the fourth international symposium of music pedagogues, Split: Arts Academy, 2016, 415-430.</li> <li>2. Political implications of the Austrian rule to the musical life in Split (1797.-1918)], in: Proceeding from the international symposium <i>Muisc in society</i>, ed. Fatima Hodžić, Sarajevo: Muzikološko društvo FBiH/Muzička akademija, 2016, 110-127.</li> <li>3. Between science, ideology and artism: triptych about social history of music of 20<sup>th</sup> century in Split, in: Proceeding from the international symposium <i>Muisc in society</i>, ed. Fatima Hodžić, Sarajevo: Muzikološko društvo FBiH/Muzička akademija, 2018, 93-109.</li> </ol>



	<p>4. Cultural contacts between the two shores of the Adriatic in the second half of the eighteenth century, as exemplified in the works and correspondence of Julije Bajamonti, in: <i>L'Adriatico tra sogno e realta</i>, ed. Persida Lazarević Di Giacomo and Maria Rita Leto, Edizioni dell'Orso Alessandria, 229-269.</p> <p>5. Musical heritage of Dalmatian Littoral as a part of Euro-Mediterranean culture from 18th to the 20th century. Case study: Instruments of art music in Dalmatian museums – musical sources, liaisons and witnesses, <i>International Journal of Euro-Mediterranean Studies</i>, IJEMS, 2020. (in print)</p> <p>6. The Strongholds of Musical Life in Split in the Pre-Revival Period (1815-1860), in: <i>Proceeding from the international symposium Music, Arts and Politics: Revolutions and Restorations in Europe and Croatia 1815-1860</i>, 2020 (in print)</p> <p>Scientific papers in Croatian see on:</p> <p><a href="https://www.bib.irb.hr/pregled/znanstvenici/221132">https://www.bib.irb.hr/pregled/znanstvenici/221132</a></p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>1. Scientific project "Arranging, cataloguing and elaboration of music sources in Croatia"; principal investigator: prof. Stanislav Tuksar, N° 0213001, funded by the Ministry of Science and Technology, researcher</p> <p>2. Scientific project "Musical culture of the population of Southern Croatia"; principal investigator: prof. Nikola Buble, N° 215-2440820-1316, funded by the Ministry of Science and Technology, researcher</p> <p>3. Principal Investigator of the scientific project „Musical Sources in Dalmatia in the Context of Central-European and Mediterranean Musical Culture from the 18<sup>th</sup> to the 20<sup>th</sup> Century“, GIDAL IP-2016.06.2061 (HRZZ, 2017.-2021), <a href="http://www.gidal.org">www.gidal.org</a></p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Music Culture, bachelor's degree and Music Pedagogy, masterer's degree
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	In 2013, her book <i>Julije Bajamonti: Music dictionary. Transcription, Translation, Commentaries</i> (2013) received three awards: the „Dragan Plamenac Award“ of the Croatian Musicological Society, the „Josip Andreis Award“ by the Croatian Composer's Society and the annual award of the Croatian Academy of Sciences and Arts for the highest scholarly achievements in the Republic of Croatia for art music. University of Split assigned to her „Award for Science“(2016) for the past scientific contribution in the field of Humanities and Social Sciences.

First and last name and title of teacher	<b>Tamara Jurkić Sviben</b> , Ph.D., Assistant Professor
The course he/she teaches in the proposed study programme	National Identity in Music
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	University of Zagreb, Faculty of Teacher Education, Savska cesta 77, 10 000 Zagreb
Telephone number	+385 91 5270 169
E-mail address	tamara.jurkicsviben@ufzg.hr
Personal web page	/
Year of birth	1973
Scientist ID	335445
Research or art rank, and date of last rank appointment	research associate, September 21th 2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, July 3rd 2019
Area and field of election into research or art rank	interdisciplinary field of science and art: scientific field: croatology, art science and music art
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Teacher Education University of Zagreb
Date of employment	May 12th 2012
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor, PhD, MA
Field of research	croatology, art science and music art
Function	Deputy Head of the Department of Arts
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Croatian Studies, University of Zagreb
Place	Zagreb
Date	July 12th 2016
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2006
Place	Zagreb
Institution	Music Academy University of Zagreb
Field of training	Master of Arts / Piano
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Slovenian 3
<b>COMPETENCES FOR THE COURSE</b>	

Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ol style="list-style-type: none"> <li>1) Music culture, Teacher training Study Programme, University of Zagreb, Faculty of Teacher Education, MA</li> <li>2) Historical development of musical art 1&amp;2, Music&amp;Media, University North, Varaždin, BA</li> </ol>
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Jurkić Sviben, Tamara          Glazbenim tragom Otmice Ise Velikanovića (1869. - 1940.) // Dani hrvatske knjige i riječi: dani Balinta Vujkova / Zbornik radova s međunarodnog znanstveno-stručnog skupa 2019. / Čeliković, Katarina (ur.).          Subotica, Srbija: Hrvatska čitaonica Subotica i Zavod za kulturu vojvođanskih Hrvata, 2020. str. 23-34</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>Josip Andrić - književnik i skladatelj između riječi i tona // Dani hrvatske knjige i riječi - Zbornik radova s međunarodnog znanstveno-stručnog skupa 2017. / Čeliković, Katarina (ur.).          Subotica: Hrvatska čitaonica Subotica i Zavod za kulturu vojvođanskih Hrvata, 2018. str. 215-230</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Jurkić Sviben, Tamara; Herak, Ema          Dječja opera – poticaj za recepciju umjetničkog djela u nastavi Glazbene kulture u primarnom obrazovanju // Croatian Journal of Education = Hrvatski časopis za odgoj i obrazovanje, 20 (2018), Sp.Ed.2; 11-48 doi:10.15516/cje.v20i0.3380 (međunarodna recenzija, članak, znanstveni)</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Jurkić Sviben, Tamara          ODJECI ŽIDOVSKOG REFORMIRANOG BOGOSLUŽJA U SINAGOGALNOJ GLAZBI SJEVERNE HRVATSKE KRAJEM 19. STOLJEĆA I U PRVOJ POLOVINI 20. STOLJEĆA // Arti musices : hrvatski muzikoloski zbornik, 49 (2018), 1; 149-173 doi:10.21857/ydkx2crk09 (međunarodna recenzija, članak, znanstveni)</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Jurkić Sviben, Tamara          Istraživanje i glazbeno stvaranje u procjepu interdisciplinarnosti // Glazbena pedagogija u svjetlu sadašnjih i budućih promjena 5 / Vidulin, Sabina (ur.).          Pula: Sveučilište Jurja Dobrile u Puli, 2017. str. 225-238 (predavanje, međunarodna recenzija, cjeloviti rad (in extenso), znanstveni)</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Academic musician and piano professor, 60 ECTS
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Maja Milošević Carić</b> , Ph.D., Postdoctoral Researcher
The course he/she teaches in the proposed study programme	National Identity in Music
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	A. B. Šimića 8, 21000 Split
Telephone number	00385915367414
E-mail address	<a href="mailto:majamilose@gmail.com">majamilose@gmail.com</a>
Personal web page	/
Year of birth	1986.
Scientist ID	366102
Research or art rank, and date of last rank appointment	Scientific Associate, first election, February 18, 2022.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Postdoctoral Researcher, first election, December 18, 2020
Area and field of election into research or art rank	Humanities and Social Sciences / Science of Arts / Musicology and Ethnomusicology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	The Arts Academy University of Split
Date of employment	December 1, 2016.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Historical Musicology, Ethnomusicology, Music Historiography, Music History of Dalmatia, Musical Archives and Collections on the island of Hvar
Function	Postdoctoral researcher
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph.D.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	June 10, 2020.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
First languages	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5 (excellent)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 4 (very good)

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German – 2 (sufficient)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Introduction in Musicology, Music Theory and Pedagogy, bachelor's degree Ethnomusicology, Music Theory and Pedagogy, bachelor's degree Traditional Music of Dalmatia, Ethnomusicology, master's degree Metodology of Scientific Work, Music Theory and Pedagogy, master's degree History of Croatian Music, Music Theory and Pedagogy, master's degree
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>1. The Northern-Italian Caecilian Repertoire in Dalmatia: Three Case Studies, in: <i>Between Central Europe and Mediterranean: Music, Literature and Performing Arts</i>, eds. Ivana Tomić Ferić – Antonela Marić, Split: Arts Academy – Faculty of Humanities and Social Sciences, 2021, pp. 79-101. (co-authorship with s Mirko Jankov)</p> <p>2. Music classicism in Dalmatia: Julije Bajamonti (1744.-1800.) and Josip Raffaelli (1767.-1843.) in the mirror of correspondence and mutual relationship, in: 11th International Symposium 'Music in Society'. The Collection of Papers: Music – Nation – Identity, eds. Amra Bosnić – Nerma Hodžić-Mulabegović – Naida Hukić, Sarajevo: The University of Sarajevo Music Academy – Musicological Society FBiH, 2020, pp. 329-388. (co-authorship with Ivana Tomić Ferić)</p> <p>3. Reconstructing the Hvar Theatre Music Repertoire (17th-19th Century), <i>Hvar Theatre Days</i>, 46/1, 2020, pp. 27-44.</p> <p>4. Legacy of Ambro (Ambroz Novak) at the Hvar Heritage Museum: An Overview of the Material as an Early Draft of His Performer, Composer and Critic Profile, <i>Contributions to the History of Hvar Island</i>, XIV, 2019, pp. 213-247.</p> <p>5. The Migration of Seventeenth-Century Music Repertoire to the Cathedral of Hvar in Dalmatia, in: <i>Musicians' Migratory Patterns in Time and Space: The Adriatic Coasts (series Cultural Expressions in Music)</i>, ed. Franco Sciannameo, New York: Routledge, 2018, pp. 82-107.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course	1. Investigator of the national scientific project <i>Musical Sources in Dalmatia in the Context of Central-European and Mediterranean Musical Culture from the 18<sup>th</sup> to the 20<sup>th</sup> Century</i> , GIDAL IP-

carried out in the last five years (5 at most)	2016.06.2061 (financed by Croatian Science Foundation, 2017-2021), <a href="http://www.gidal.org">www.gidal.org</a> .  2. Investigator of the international scientific project „ <i>Music Migrations in the Early Modern Age: the Meeting of the European East, West and South</i> (financed by HERA - Humanities in the European Research Area; 2015 –2016).
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Pedagogical-didactic group of subjects (Music Academy of the University of Zagreb - Department of Musicology)
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	Special award "Sounds of Heritage" by the 24th International Choral Festival „Cro Patria“ - Croatian Music Youth (for scientific research of musical archives of the island of Hvar within the GIDAL project.

First and last name and title of teacher	<b>Snježana Dobrota</b> , Ph.D., Full Professor
The course he/she teaches in the proposed study programme	Intercultural Music Education
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 32 92 84
E-mail address	<a href="mailto:dobrota@ffst.hr">dobrota@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	221143
Research or art rank, and date of last rank appointment	Scientific Advisor, 11 October 2019
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 22 January 2020
Area and field of election into research or art rank	Social sciences, pedagogy, special pedagogies
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	2005
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Music pedagogy, psychology of music
Function	Professor
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences University of Zagreb
Place	Zagreb
Date	10 July 2008



INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
First languages	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	The course Music in early and preschool education, Department of Preschool education, Faculty of Humanities and Social Sciences, University of Split. The course Intercultural music education, postgraduate doctoral studies in humanities and social sciences, Faculty of Humanities and Social Sciences, University of Split The course Psychology of music, Academy of music, University of Pula.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Dobrota, S., & Reić Ercegovac, I. (2016) <i>Zašto volimo ono što slušamo: glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija</i> . Split: Filozofski fakultet Sveučilišta u Splitu. 2. Dobrota, S. (2012) <i>Uvod u suvremenu glazbu pedagogiju</i> . Split: Filozofski fakultet Sveučilišta u Splitu.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Dobrota, S., & Gusić, M. (2020) Students' musical preferences in childrens' major-and minor-key songs. <i>Journal of Elementary Education</i> , 13 (3), 311-324. doi: 10.18690/rei.13.3.311-324.2020 2. Dobrota, S. (2019) Stavovi odgojitelja predškolske djece prema glazbenim aktivnostima u vrtiću i samoprocjena kompetentnosti za njihovu realizaciju. <i>Metodički ogledi: časopis za filozofiju odgoja</i> , 26 (2), 59-76. doi: 10.21464/mo.26.2.6 3. Habe, K., Dobrota, S., & Reić Ercegovac, I. (2018). The structure of musical preferences of youth: cross-cultural perspective. <i>Musicological Annual</i> , 54 (1), 141-156. doi: 10.4312/mz.54.1.141-156 4. Dobrota, S., & Topić, K. (2018). Glazbene preferencije učenika prema glazbama svijeta i hrvatskoj tradicijskoj glazbi. <i>Školski vjesnik: časopis za pedagoškijsku teoriju i praksu</i> , 67 (2), 199-209. 5. Dobrota, S., & Reić Ercegovac, I. (2017). Music preferences with regard to music education, informal influences and familiarity of music. <i>British Journal of Music Education</i> , 34 (1), 41-55. doi: 10.1017/S0265051716000358
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	B.S. in music pedagogy, Music Academy, University of Split M.A. in music pedagogy, Faculty of Humanities and Social Sciences University of Zagreb PhD in music pedagogy, Faculty of Humanities and Social Sciences University of Zagreb
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/



First and last name and title of teacher	<b>Marijo Krnić, MSc, Lecturer</b>
The course he/she teaches in the proposed study programme	Intercultural Music Education
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split, Croatia
Telephone number	+385 21 545581
E-mail address	<a href="mailto:mkrnic@ffst.hr">mkrnic@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	313606
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Lecturer (re-elected), 1 November 2019
Area and field of election into research or art rank	Arts, Music
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 November 2008
Name of position (professor, researcher, associate teacher, etc.)	Teacher, Lecturer
Field of research	Music Pedagogy
Function	Lecturer
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	MSc
Institution	Academy of Music, University of Ljubljana
Place	Ljubljana, Slovenia
Date	29 September 2008
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Teacher of courses: <i>Musical Notation, Instrumental Practicum, Vocal-instrumental Practicum, Music Culture, Intercultural Music Education, Choral Singing 1-4</i> and <i>Basics of Choral Conducting</i> in integrated teacher study at Department of teacher education, Faculty of Humanities and Social Sciences, University of Split since 2009.

Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Krnić, M. (2017). Kontratenor u suvremenoj vokalno-pedagoškoj praksi. In: M. Petrović (ed.), 19. pedagoški forum scenskih umjetnosti. U potrazi za doživljajem i smislom u muzičkoj pedagogiji. Beograd, 30.9.-2.10.2016. Beograd: Fakultet muzičke umetnosti, 111-119.</li> <li>2. Krnić, M. and Grgat, M. (2016). Extracurricular Music Activities in Elementary Schools of the City of Split. Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje, 18/Sp.Ed.2, 175-185.</li> <li>3. Krnić, M. and Kodžoman-Radan, J. (2016). Roditelji i dječje glazbene aktivnosti u obiteljskom domu. Metodčki ogledi: časopis za filozofiju odgoja, 23/1, 53-64.</li> <li>4. Krnić, M. (2016). Madrigali Iacobusa Gallusa: prikaz interpretacije u različitim izvođačkim sastavima. In: V. Ivkov (ed.), Prvi naučni i umjetnički simpozijum Muzika između teorije i prakse. Srbija, Novi Sad, 30-31.10.2015. Novi Sad: Akademija umetnosti Novi Sad, 160-172.</li> <li>5. Krnić, M. (2016). Slušna identifikacija djevojačkih i dječjačkih glasova. In: B. Jerković i T. Škojo (ed.), Prvi međunarodni znanstveni i umjetnički simpozij o pedagogiji u umjetnosti: Umjetnik kao pedagog pred izazovima suvremenog odgoja i obrazovanja. Osijek, 17. i 18. listopada 2014. Osijek: Umjetnička akademija u Osijeku, 369-380.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> <li>1. Krnić, M. and Njirić, N. (2018). Utjecaj demografskih čimbenika na razvoj vokalnih sposobnosti djece rane školske dobi. In: A. Radočaj-Jerković (ed.), Drugi međunarodni znanstveni i umjetnički simpozij o pedagogiji u umjetnosti. Komunikacija i interakcija umjetnosti i pedagogije. Osijek, 12. i 13. listopada 2017. Osijek: Umjetnička akademija u Osijeku, 190-205.</li> <li>2. Dobrota, S., Krnić, M. and Petrušić, D. (2017). Innovative approaches to teaching music in elementary school - opera in music classes. In: M. Sablić, A. Škugor i I. Đurđević Babić (ed.), 42nd ATEE Annual Conference 2017. Changing perspectives and approaches in contemporary teaching. Dubrovnik, 23-25 October 2017. Brussels, Belgium: Association for Teacher Education in Europe (ATEE), 435-444.</li> <li>3. Krnić, M. i Lučić, M. (2016). Dječji operni zbor u funkciji glazbeno-estetskog odgoja djeteta. Zbornik radova Filozofskog fakulteta u Splitu, 6-7, 150-165.</li> <li>4. Krnić, M. and Kekez, M. (2016). Of the learning outcomes in the cognitive field of vocal training of masters of primary education in a comparative perspective. Školski vjesnik, 65, 91-103.</li> <li>5. Krnić, M. (2016). Pedagoške kompetencije u visokoškolskim kurikulumima za nastavnike pjevanja u komparativnoj perspektivi. In: F. Hadžić, 9. međunarodni simpozij Muzika u društvu. Sarajevo, 23.-26.10.2014. Sarajevo: Muzikološko društvo F BiH i Muzička akademija Univerziteta u Sarajevu, 326-342.</li> </ol>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ol style="list-style-type: none"> <li>1. Solo recital (Museum of the city of Split, 8. 2. 2019.);</li> <li>2. Concert "Kad izdahnu srce Božjeg sina" (church of Saint Francis, 7. 4. 2019.);</li> <li>3. G. Verdi: "Moć sudbine", Marquis Calatrava, Surgeon (CNT Split, 2017);</li> <li>4. Advent concert of ensemble "Splitski virtuozii" – A. Dvořak: "Biblical songs", op. 99 (CNT Split, 10. 12. 2016.);</li> <li>5. Solo recital "Smijeh i suze" (CNT Split, 7. 3. 2016.)</li> </ol>

The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Within two regular studies at the Department of Music Pedagogy (Music teacher) and the Department of singing (Singing teacher) at the Art Academy, University of Split and within doctoral study of pedagogy at University of Mostar.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	<ul style="list-style-type: none"> <li>- eleven rewards as conductor and artistic leader (Arezzo, Split, Karlovac, Zagreb, Petrinja, Omiš, Blato na Koručuli, Kaštela)</li> <li>- three rewards as vocal teacher (Osijek, Rijeka)</li> <li>- Diploma Darko Lukić awarded by Croatian Society of Music Artists in April 2012</li> <li>- 5th International competition of solo singers "Bruna Špiler" in Herceg Novi (Montenegro) in March 2012 – second prize</li> <li>- 24th Concorso internazionale di musica vocale da camera in Città di Conegliano (Italy) in July 2010 – first prize</li> <li>- 13th Solo singers competition "Nikola Cvejić" in Ruma (Serbia) in November 2010 – second prize (first was not awarded)</li> <li>- 15th Concorso internazionale di canto solistico "C. A. Seghizzi" in Gorizia (Italy) in July 2009 – second prize</li> </ul>

First and last name and title of teacher	<b>Marita Brčić Kuljiš</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Challenges of Migration and Human Rights
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21 000 Split
Telephone number	021 541-907
E-mail address	mbrbic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	288535
Research or art rank, and date of last rank appointment	Senior Research Fellow, 15.6.2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor 01.9. 2019.
Area and field of election into research or art rank	Humanities - philosophy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	15.7.2006.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Education and science
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	18.3.2012.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2010-2011
Place	Swansea, UK;

Institution	University of Wales, Swansea, Great Britain
Field of training	Philosophy
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2010/2011
Place	Munchen, Germany
Institution	Ludwig-Maximilians Universität München, Germany
Field of training	Philosophy
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian language
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German language - 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Course teaching at the Faculty of Philosophy in Split (graduate and undergraduate level) at the Department of Pedagogy, Teacher Education and preschool education; philosophy
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Brčić Kuljiš, M. (2017). Civil society, public sphere and justice in the philosophy of Iris Marion Young. <i>Synthesis Philosophica</i> , 63 (1), str. 121–137. Brčić Kuljiš, M. (2018). Kosmopolitische Verteilungsgerechtigkeit. Eine Globalisierung des Rawls'schen Denkansatzes. U Henning Ottmann; Pavo Barišić (ur.), <i>Kosmopolitische Demokratie</i> . Baden-Baden: Verlag Nomos, str. 129-148 Brčić Kuljiš, M. (2018). Living together in the European Union?". <i>International Journal of Multicultural and Multireligious Understanding (IJMMU)</i> 5 (5) str. 212-223. Brčić Kuljiš, M. Gutović T. (2018) Inclusive educational policy and the democratic context of educational leadership and management. U: <i>Educational Leadership in Policy: Challenges and Implementation within Europe</i> , ed. Ingþórsson, Alfirević, Pavičić, Vican. London:Palgrave Macmillan, str. 81-96. Brčić Kuljiš, M. (2019). Are Anti-Immigrant Parties Compatible with the Principles of Liberal Democracy? A Case Study of Freiheitliche Partei Österreichs. <i>The International Journal of Civic, Political, and Community Studies</i> 17 (2/2019): 1-16.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Science Center of Excellence for School Effectiveness and Management. MZO 205-2020; 2020-2025. Croatian Studies, Andragogy, Philosophy and Cultural Studies - harmonization with the CROQF (KAFKa) European Social Fund / 22.3.2019. - 22.3.2022
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	Teaching Department, University of Zadar

didactic-pedagogical group of competences?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Virginia Dignum</b> , Ph.D., Full Professor
The course he/she teaches in the proposed study programme	Artificial Intelligence
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	901 87 Umeå, Sweden
Telephone number	+46 90 786 6308
E-mail address	<a href="mailto:virginia@cs.umu.se">virginia@cs.umu.se</a>
Personal web page	<a href="https://www.umu.se/en/staff/virginia-dignum/">https://www.umu.se/en/staff/virginia-dignum/</a>
Year of birth	02/05/1964
Scientist ID	ORCID: 0000-0001-7409-5813; Google Scholar: xJj3UN4AAAAJ
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, Spetember 2018.
Area and field of election into research or art rank	Computer Science, Artificial Intelligence
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Umea University, Sweden
Date of employment	2018.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Computer Science
Function	Full Professor
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph.D.
Institution	Utrecht University
Place	Netherlands
Date	2004.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Dutch
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Portuguese, 4
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name)	- Teaching and course development PhD level

title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> <li>○ Graduate School for WASP and WASP-HS (Wallenberg program on AI, Autonomous Systems and Software – Humanities and Society), Sweden: Social, Ethical and Legal Impact of AI</li> <li>○ SIKS (Graduate School for Intelligent and Knowledge Systems: Responsible AI, Agent-Based Social Simulation, Principles of Intelligent organisations, Research methods and methodology for IKS</li> </ul> <ul style="list-style-type: none"> <li>- Teaching and course development MSc level: Business Process Modelling, Design Project, Development of Knowledge Systems, Knowledge Management, Semantic Web, Use of Content and Knowledge Systems, Advanced Research Methods, Model-Based Reasoning</li> <li>- Teaching and course development BSc level: Information Systems Analysis, Interconnected World, Introduction Software technology, Internet technology &amp; Distributed Systems, Human-Computer Interaction, Mathematics for Statistics, Calculus</li> </ul>
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Dignum, Virginia. <i>Responsible artificial intelligence: How to develop and use AI in a responsible way</i>. Springer Nature, 2019.</li> <li>2. Vinuesa, Ricardo, Hossein Azizpour, Iolanda Leite, Madeline Balaam, Virginia Dignum, Sami Domisch, Anna Felländer, Simone Daniela Langhans, Max Tegmark, and Francesco Fuso Nerini. "The role of artificial intelligence in achieving the Sustainable Development Goals." <i>Nature communications</i> 11, no. 1 (2020): 1-10.</li> <li>3. Dignum, Virginia. "The Myth of Complete AI-Fairness." <i>International Conference on Artificial Intelligence in Medicine</i>. Springer, Cham, 2021.</li> <li>4. Floridi, Luciano, Josh Cowls, Monica Beltrametti, Raja Chatila, Patrice Chazerand, Virginia Dignum, Christoph Luetge et al. "AI4People—an ethical framework for a good AI society: opportunities, risks, principles, and recommendations." <i>Minds and Machines</i> 28, no. 4 (2018): 689-707.</li> <li>5. Theodorou, Andreas, and Virginia Dignum. "Towards ethical and socio-legal governance in AI." <i>Nature Machine Intelligence</i> 2, no. 1 (2020): 10-12.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> <li>1. Dignum, Virginia. "Responsibility and Artificial Intelligence." <i>The Oxford Handbook of Ethics of AI</i> 4698 (2020): 215.</li> <li>2. Dignum, Virginia, et al. "Ethics by design: Necessity or curse?." <i>Proceedings of the 2018 AAAI/ACM Conference on AI, Ethics, and Society</i>. 2018.</li> <li>3. Dignum, Virginia. "Responsible autonomy." <i>Proceedings of IJCAI</i> (2017).</li> <li>4. Akata, Zeynep, Dan Balliet, Maarten De Rijke, Frank Dignum, Virginia Dignum, Gusztai Eiben, Antske Fokkens et al. "A research agenda for hybrid intelligence: augmenting human intellect with collaborative, adaptive, responsible, and explainable artificial intelligence." <i>Computer</i> 53, no. 08 (2020): 18-28.</li> <li>5. Hellström, Thomas, Virginia Dignum, and Suna Bensch. "Bias in Machine Learning What is it Good (and Bad) for?." <i>arXiv preprint arXiv:2004.00686</i> (2020).</li> </ol>



Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>HumaneAI-Net – Deputy coordinator and Work package leader – EU Horizon 2020</p> <p>Responsible Artificial INtelligence (RAIN) – PI – Knut och Alice Wallenbergs Stiftelse</p> <p>Trustworthy AI – member – Erasmus+ (EU)</p> <p>Wallenberg Program on Humanities and Society for AI, Autonomous Systems and Software (WASP-HS) – Program director – Knut and Alice Wallenberg Foundation</p> <p>Hybrid Intelligence – co-proposer &amp; supervisor – NWO-Netherlands Research Organisation</p>
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Title, name and last name of the course leader	<b>Antonija Mijatović</b> , Ph.D., Postdoctoral Researcher
Title of the course at the proposed study programme	Artificial Intelligence
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
Address	University of Split School of Medicine, Šoltanska 2, 21000 Split
Telephone number	091 614 3304
E-mail address	amijatov@mefst.hr
Personal web page	NA
Year of birth	1988
Scientist ID	NA
CROSBİ profile ID	39798
Research rank and date of the last appointment	Postdoctoral researcher (2021-present)
Research and teaching or teaching rank, and the date of the last appointment	/
Area and field of appointment into research rank	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University of Split School of Medicine
Date of employment	January 2021
Job title (professor, researcher, associate teacher, etc.)	Postdoctoral researcher
Field of research	Research in Biomedicine and Health
Position in the institution	Research assistant
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD in Neuroscience
Institution	University of Rome “Tor Vergata”
Place	Rome, Italy
Date	April 2015
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian



Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5 (excellent)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French – 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	/
Authorship of university textbooks from the field of the course	/
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	<p>Mijatović A, Marušić A, Buljan I, Pina D. Corrections to journal articles receiving funding from EU's research and innovation framework programme. Manuscript in preparation.</p> <p>Mijatović A, Buljan I, Marušić A. Funding reporting compliance in metadata of published articles: observational study of European and US research grants. Manuscript in preparation.</p> <p>Perković-Paloš A, Mijatović A, Buljan I, Marušić A. Comparison between linguistic and semantic characteristics of articles and peer review reports in social and medical sciences. Manuscript in preparation.</p> <p><u>Mijatović A, La Scaleia B, Mercuri N, Lacquaniti F, Zago M. Familiar trajectories facilitate the interpretation of physical forces when intercepting a moving target. <i>Experimental Brain Research</i>, 21 August 2014, Vol. 232, No 12, pp 3803-3811. doi: 10.1007/s00221-014-4050-6.</u></p>
Professional and research papers in methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	/
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	1. Croatian Research Foundation, grant „Professionalism in health: Decision-making in practice and research – ProDeM“, since 2021.
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Soft Skills – Interdisciplinary Courses in Leadership, Anthropology, Teamwork, Ethics, Work and Life Balance organized by JUMP – Job University Matching Project. Rome, Italy.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	/

First and last name and title of teacher	<b>Snježana Pivac</b> , Ph.D., Full Professor Tenure
The course he/she teaches in the proposed study programme	State and Market Economy Analysis
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Cvite Fiskovića 5, 21000 Split
Telephone number	+385/21/430-603
E-mail address	spivac@efst.hr
Personal web page	<a href="http://www.efst.unist.hr/o-fakultetu/fakultet/djelatnici/stranice-djelatnika/detalji/spivac">http://www.efst.unist.hr/o-fakultetu/fakultet/djelatnici/stranice-djelatnika/detalji/spivac</a>
Year of birth	1972
Scientist ID	220976
Research or art rank, and date of last rank appointment	Scientific adviser, 27/01/2011
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor tenure, 24/05/2016
Area and field of election into research or art rank	The area of social sciences, field of Economics, (Quantitative Economics)
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split, Faculty of Economics, Business and Tourism
Date of employment	01/04/1995
Name of position (professor, researcher, associate teacher, etc.)	Full professor tenure
Field of research	Quantitative Methods in Economics
Function	Vice dean for education (to 10/2021), Department of Quantitative Methods
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD, economics
Institution	University of Zagreb, Faculty of Economics & Business
Place	Zagreb
Date	June, 2002
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2022
Place	Split
Institution	FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN SPLIT
Field of training	Improving teacher competencies for higher education teachers
Year	2017
Place	Zagreb
Institution	AZVO/Algebra/Advance HE, London
Field of training	Transforming Teaching in Higher Education
Year	2014
Place	Split
Institution	University of Split, Faculty of Economics, Business and Tourism
Field of training	Information Security at the Workplace
Year	2010
Place	Split
Institution	University of Split, Faculty of Economics, Business and Tourism
Field of training	Quantitative Finance, scientific workshop
Year	2005
Place	Zagreb
Institution	PMF Zagreb
Field of training	Round Table on Founding the Doctoral Study of Statistics in Croatia

Year	2002
Place	Perugia, Italija
Institution	Dipartimento di Matematica, Dipartimento di Statistica, Facolta di Economia e Facolta di Scienze Politiche, Universita degli Studi di Perugia
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian language
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> <li>• Multivariate analysis, postgraduate university PhD study programme: Economics and Business Economics</li> <li>• Advanced Econometrics, postgraduate specialist university study programme: Economics</li> <li>• Statistical Methods in Scientific Research, postgraduate university PhD study programme: Economics and Business Economics</li> <li>• Statistics, 1. year, undergraduate university study programmes: Economy, Business Economy and Tourism</li> <li>• Business Statistics, 1. year, undergraduate professional study programmes: Small Business Management and Tourism</li> <li>• Statistical Methods, 1. year, graduate university study programmes: Business Economy and Tourism</li> <li>• Actuarial Mathematics, 1. year, graduate university study programmes: Business Economy</li> </ul>
Authorship of university/faculty textbooks in the field of the course	<ol style="list-style-type: none"> <li>1. Pivac S., Statistical methods, e-teaching materials, (360 str.), ISBN: 978-953-281-033-2, University of Split, Faculty of Economics, Business and Tourism, 2010, (www.efst.hr)</li> <li>2. Pivac S., Rozga A, Statistical Analysis in Social Sciences, scientific book, (p 231), ISBN: 953-99193-9-8, Redak, Split, 2008</li> <li>3. Pivac S., Jurun E., Arnerić J., Applied Econometrics 1, Quantitative Finance, scientific book, (p. 138 ), ISBN: 953-6024-84-5, Edit: N. Tomić-Plazibat, University of Split, Faculty of Economics, Business and Tourism, 2006</li> <li>4. Pivac S., Biljan-August M., Štambuk A., Statistical Analysis in Economics, e-textbook, (p 239.), ISBN: 978-953-6148-85-1, University in Rijeka, Faculty of Economics and Business, 2009, (www.efri.hr).</li> <li>5. Pivac S., Biljan-August M., Štambuk A., Using Statistics in Economics, 2. edition, e-textbook, (p 297), ISBN: 978-953-6148-</li> </ol>

	<p>86-8, University in Rijeka, Faculty of Economics and Business, 2009., (<a href="http://www.efri.hr">www.efri.hr</a>).</p> <p>6. Pivac S., Biljan-August M., Štambuk A., Using Statistics in Economics, e-textbook, (p 401), ISBN: 978-953-6148-57-8, University in Rijeka, Faculty of Economics and Business, 2007, (<a href="http://www.efri.hr">www.efri.hr</a>).</p> <p>7. Pivac S., Rozga A., Statistics for Research in Sociology, textbook (p 264 + CD), ISBN: 953-7395-01-4, University of Split, Faculty of Humanities and Social Sciences, 2006., (<a href="http://www.ffst.hr">www.ffst.hr</a>).</p>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>1. Vuković M., Pivac S., The impact of business economics students' use of heuristics on their predispositions for long-term investment decisions // Proceedings of the 16th International Symposium on OPERATIONAL RESEARCH, Ljubljana: Slovenian Society Informatika SDI Section for Operational Research SOR 2021, 2021. pp 525-530</p> <p>2. Vuković M., Pivac S., Does financial behavior mediate the relationship between self-control and financial security? // Croatian operational research review, 12 (2021), 1; pp 27-36</p> <p>3. Vuković M., Pivac S., Babić Z., Comparative analysis of stock selection using a hybrid MCDM approach and modern portfolio theory // Croatian Review of Economic, Business and Social Statistics (CREBSS), 6 (2020), 2; pp. 58-68</p> <p>4. Vukovic M., Pivac S., Semanovic M., Waste Management Consequences – Case Study on the Island of Brač, Proceedings of the 15th International Symposium on Operational Research SOR'19, Bled, Slovenia, September 25-27, 2019, pp 366-372</p> <p>5. Vuković, M., Pivac, S., Kundid, D., Technology Acceptance Model for the Internet Banking Acceptance in Split, Business Systems Research, Vol. 10, No. 2, 2019, pp. 124-140</p> <p>6. Aljinovic Z., Pivac S., Skrabic Peric B., European Transition Countries' Risk Claccification and Ranking: Ten Years Later, Proceedings of the Twelfth International Conference: "Innovative Responses for Growth and Competitiveness", Bol, Croatia, May 2017</p> <p>7. Pivac S., Aljinovic Barac Z., Tadic I., Empirical Evidence(s) of Human Capital Investments and National Welfare in EU Countries, Proceedings of the 14th International Symposium on Operational Research SOR'17, Bled, Slovenia, September 27-29, 2017, pp 382-387</p> <p>8. Pivac S., Vuko T., Cular M., Analysis of Annual Report Disclosure Quality for Listed Companies in Transition Countries, Economic Research-Ekonomska Istraživanja, 30:1, 2017, pp 721-731</p> <p>9. Pivac S., Marasović B., Kovač D., Economic and Demographic Determinants of Demand for Life Insurance, Proceedings of the 13th International Symposium on Operational Research SOR'15, Bled, Slovenia, September 23-25, 2015, pp 317-322</p>

	10. Marasović B., Pivac S., Vukasović S. V., The Impact of Transaction Costs on Rebalancing an Investment Portfolio in Portfolio Optimization, <i>International Journal of Social, Education, Economics and Management Engineering</i> , Vol 9, No 3, 2015, pp 832-837
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Pivac S., Pečarić M., Jurun M., The Measurement of Foreign Indebtedness in the Selected Transition Countries (Multivariate and Multicriterial Analysis) Using SPSS and Decision Lab Softwares, <i>Proceedings of the 34 International Convention MIPRO 2011, Computers in Education (CE)</i> , Croatian Society for Information and Communication Technology, Electronics and Microelectronics, ISBN: 978-953-233-054-0, May 23-27, 2011., Opatija, pp 1183-1188.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>2019- - Excellence and Efficiency in Higher Education in the Field of Economy E4, nositelj Sveučilište u Splitu, Ekonomski fakultet; Partneri: Ekonomski fakultet Sveučilišta u Rijeci; Sveučilište u Zagrebu, Ekonomski fakultet; Sveučilište Josipa Jurja Strossmayera u Osijeku, Ekonomski fakultet; Sveučilište u Rijeci, Fakultet za menadžment u turizmu i ugostiteljstvu; Sveučilište u Zadru, Odjel za ekonomiju; Sveučilište u Dubrovniku, Odjel za ekonomiju i poslovnu ekonomiju; Sveučilište Jurja Dobrile u Puli, Fakultet ekonomije i turizma; Project manager: Snježana Pivac.</p> <p>2015-2016. - Usvajanje načela Hrvatskog kvalifikacijskog okvira (HKO) u visokoobrazovnim institucijama u polju ekonomije – ECONQUAL, nositelj Ekonomski fakultet Sveučilišta u Rijeci, partneri: Sveučilište u Splitu, Ekonomski fakultet, Sveučilište u Zagrebu, Ekonomski fakultet, Sveučilište Josipa Jurja Strossmayera u Osijeku, Ekonomski fakultet, Sveučilište u Rijeci, Fakultet za menadžment u turizmu i ugostiteljstvu, Sveučilište u Zadru, Odjel za ekonomiju, Sveučilište Jurja Dobrile u Puli, Fakultet ekonomije i turizma, Sveučilište u Dubrovniku, Odjel za ekonomiju i poslovnu ekonomiju.</p> <p>2006-2013: – Mathematical models in analysis of the Croatian financial market - Ministry of Science, Education and Sports (055-000000-1435), Project Principal: Zdravka Aljinović.</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	<p>She regularly has great evaluated the results of her teaching work conducted by University of Split (average ratings greater than 4.5 (on scale 1-5)).</p> <p>She introduced several new and innovative contents of subjects and new practical teaching methods at the undergraduate, graduate and postgraduate studies with the approval relevant expert authority higher education institution:</p> <ul style="list-style-type: none"> <li>• Statistics, 1. year, undergraduate university study programmes: Economy, Business Economy and Tourism</li> <li>• Statistical Analysis, 2. year, undergraduate university study programmes: Economy, Business Economy and Tourism</li> <li>• Business Statistics, 1. year, undergraduate professional study programmes: Small Business Management and Tourism</li> <li>• Actuarial Mathematics, 1. year, graduate university study programmes: Business Economy</li> <li>• Statistical Methods, 11. year, graduate university study programmes: Business Economy and Tourism</li> <li>• Advanced Econometrics, postgraduate specialist university study programme: Economics</li> </ul>

PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	<p>2019 - Outstanding Authorship of a University Textbook Actuarial Mathematics, University of Split, Faculty of Economics, Business and Tourism</p> <p>2010 - Outstanding Successful Organisation and Organising Committee Chair of 13th International Conference on Operational Research – KOI 2010, Awarded by University of Split, Faculty of Economics, Business and Tourism</p> <p>2009 - Outstanding Best Presenter Award, The International Business &amp; Economics Research Conference, Los Angeles, USA</p> <p>1998 - Outstanding Teaching and Research Recognition Awarded by University of Split, Faculty of Economics, Business and Tourism for prominent success achieved in the scientific development and research and execution of teaching duties</p> <p>1994 - Outstanding Student Recognition Awarded by University of Split, Faculty of Economics, Business and Tourism for excellent success during the study</p>

First and last name and title of teacher	<b>Maja Mihaljević Kosor</b> , Ph.D. , Associate Professor
The course he/she teaches in the proposed study programme	State and Market Economy Analysis
GENERAL INFORMATION ON COURSE TEACHER	
Address	Cvite Fiskovića 5
Telephone number	0038521430722
E-mail address	majam@efst.hr
Personal web page	<a href="http://www.efst.unist.hr/o-fakultetu/fakultet/djelatnici/stranice-djelatnika/detalji/majam">http://www.efst.unist.hr/o-fakultetu/fakultet/djelatnici/stranice-djelatnika/detalji/majam</a>
Year of birth	1977
Scientist ID	274293
Research or art rank, and date of last rank appointment	Senior research associate, January 2021
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, January 2021
Area and field of election into research or art rank	Social sciences, Economics
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Economics, Business and Tourism Split
Date of employment	June 1, 2000
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Economics of education, public sector economics, history of economic thought
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD in economics
Institution	Staffordshire University
Place	Stoke-on-Trent, United Kingdom
Date	August, 2009



INFORMATION ON ADDITIONAL TRAINING	
Year	2018
Place	Split
Institution	Faculty of Economics, Business and Tourism - University of Split
Field of training	Regional economics (International Summer School: From Smart To Intelligent Cities)
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Principles of Economics, undergraduate study Contemporary Economic Theories, undergraduate study History of Economic Thought, undergraduate study Public sector economics, graduate study
Authorship of university/faculty textbooks in the field of the course	Reić, Z., Mihaljević Kosor, M., V. Šimić, <i>Ekonomija</i> , Sveučilište u Splitu, Ekonomski fakultet Split, 2017
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> <li>• Mihaljević Kosor, Maja; Pavičić, Jurica; Alfirević, Nikša: The Role of International Benchmarking in the Convergence /Divergence of European Education // <i>Educational Leadership, Improvement and Change Discourse and Systems in Europe</i> / Moos, L. ; Alfirević, N. ; Pavičić, J. ; Koren, A. ; Čačija, L. (eds) Cham: Palgrave Pivot: Springer International Publishing, 2020. str. 89-102 doi:10.1007/978-3-030-47020-3_7</li> <li>• Malešević Perović, Lena; Mihaljević Kosor, Maja: The Efficiency of Universities in Achieving Sustainable Development Goals // <i>Amfiteatru Economic</i>, 22 (2020), 54; 516-532 doi:10.24818/EA/2020/54/516</li> <li>• Alfirević, Nikša; Mihaljević Kosor, Maja; Malešević Perović, Lena: Leading Educational Institutions in Croatia: Stuck Between Ambition and Bureaucracy? // <i>Educational Leadership, Improvement and Change</i> / Moos, L. ; Alfirević, N. ; Pavičić, J. ; Koren, A. ; Čačija, L. (eds.). Cham: Palgrave Pivot, 2020. str. 19-31 doi:https://.org/10.1007/978-3-030-47020-3_2</li> <li>• Mihaljevic Kosor, M., Malesevic Perovic, L. and Golem, S. (2019): Efficiency Of Public Spending On Higher Education: A Data Envelopment Analysis For EU-28, <i>Problems of Education in the 21st Century</i>, 77(3):396-409.</li> <li>• Mihaljevic Kosor, M., Malesevic Perovic, L. and Golem, S.(2019): The Role of International Benchmarking in Shaping Educational Policy in Small European Countries , in Ingbórsson, Á. H., Alfirević, N., Pavičić, J.</li> </ul>



	and Vican, D. (ed.): Educational Leadership in Policy. Challenges and Implementation Within Europe, Cham : Springer International Publishing, 2019. pp. 27-40.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2014-2017 HRZZ project –INVESTIGATING GOVERNMENT SPENDING ON EDUCATION: GROWTH EFFECTS, CONVERGENCE AND EFFICIENCY
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	International Scientific Conference „2017 South-East European (SEE) Educational Leadership Forum: Principals of Educational Institutions and Educational Policy in Small European Countries“: Scientific Centre of Excellence for School Effectiveness and Management – Split, Hrvatska, 2017
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	2018-2021 fellowship, Center for Economic Research and Graduate Education – Economics Institut (CERGE-EI) Foundation, USA 2016-2018 fellowship, Center for Economic Research and Graduate Education – Economics Institut (CERGE-EI) Foundation, USA 2019 Faculty of Economics, Business and Tourism, award for scientific work 2017 Faculty of Economics, Business and Tourism, award for authorship of a university textbook.

First and last name and title of teacher	<b>Vladimir Šimić</b> , Ph.D., Associate professor
The course he/she teaches in the proposed study programme	State and Market Economic Analysis
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Cvite Fiskovića 5, 21000 Split, Croatia
Telephone number	0038521430682
E-mail address	<a href="mailto:vsimic@efst.hr">vsimic@efst.hr</a>
Personal web page	<a href="https://www.efst.unist.hr/o-fakultetu/fakultet/djelatnici/stranice-djelatnika/detalji/vsimic">https://www.efst.unist.hr/o-fakultetu/fakultet/djelatnici/stranice-djelatnika/detalji/vsimic</a>
Year of birth	1978
Scientist ID	274335
Research or art rank, and date of last rank appointment	Senior scientific associate, November 2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor , January 2019
Area and field of election into research or art rank	Social sciences, economics
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Economics, Business and Tourism Split, University of Split
Date of employment	October 2001 -

Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	International economics, globalization, macroeconomics
Function	Professor and Researcher participating in scientific projects
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD in Economics
Institution	Staffordshire University
Place	Stoke-on- Trent, United Kingdom
Date	October 2008
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Principles of Economics, undergraduate study, Faculty of Economics, Business and Tourism Split, University of Split Political Economy of Globalization, graduate study, Faculty of Economics, Business and Tourism Split, University of Split
Authorship of university/faculty textbooks in the field of the course	Reić, Z., Mihaljević Kosor, M., Šimić, V. (2017): <i>Ekonomija</i> , Sveučilište u Splitu, Ekonomski fakultet Split, 2017.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Čorić, B., Malešević Perović, L. and Šimić, V. (2016): <u>Openness and the Strength of Monetary Transmission: International Evidence</u> , <i>Acta Economica</i> 66(4); 639-659 Kondulukov, A. and Šimić, V. (2019): The Effects of Globalisation on Growth in BRICS economies, <i>Book of Proceedings: 49th International Scientific Conference on Economic and Social Development</i> ; 529-537 Čorić, B. and Šimić, V. (2020): Ekonomske katastrofe: Studija slučaja na primjeru Hrvatske. <i>Ekonomska misao i praksa</i> 29(1); 157-178 Šimić, V. (2021) <u>Prize money earnings of tennis professionals and the impact of COVID-19 pandemic</u> . <i>International Journal of Business and Economic Sciences Applied Research</i> , 14(1), 47-57 Čorić, B. and Šimić, V. (2021): Economic disasters and aggregate investment. <i>Empirical Economics</i> 61; 3087-3124
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Determinants of monetary policy effectiveness (2011), CERGE-EI, Prague, Czech Republic  Effects of economic disasters (2017), Croatian Science Foundation, Croatia  Economic disasters: frequency, determinants and effects (2021), Croatian Science Foundation, Croatia
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Econometric workshop: Eviews Summer School (Atheoretical Models in Eviews; Non-stationary time series in Eviews; Topics in Eviews1: Volatility Models and Panel Data; Topics in Eviews 2: Logit /Probit Models /Programming) – 2017, City University, Cass Business School, London, UK  Career Integration Fellows Teaching Principles and Practices for Economics Course, CERGE-EI, Prague. Czech Republic (August 15-20, 2019)
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	Award for a high-value scientific article, Faculty of Economics Split (2015) Award for a high-value scientific article, Faculty of Economics Split (2016) 2019-2020 Centre for Economic Research and Graduate Education - Economics Institute (CERGE-EI) Foundation, Graduate Teaching Fellowship 2020-2023 Centre for Economic Research and Graduate Education - Economics Institute (CERGE-EI) Foundation, Career Integration Fellowship

First and last name and title of teacher	<b>Renata Relja</b> , Ph. D., Full Professor
The course he/she teaches in the proposed study programme	Entrepreneurship and Innovation
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35
Telephone number	(021) 329284
E-mail address	<a href="mailto:rrelja@ffst.hr">rrelja@ffst.hr</a>
Personal web page	<a href="http://www.ffst.hr/renata.relja">http://www.ffst.hr/renata.relja</a>
Scientist ID	201174
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor 12. 07. 2019.
Area and field of election into research or art rank	Social sciences, sociology, sociological subdisciplines
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	March 1, 2006
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Department of Sociology
Function	ECTS Commissioner for the Faculty of Philosophy

	ECTS Commissioner at the University level
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	December 15, 2003
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2014;2015; 2018;2019;2020.
Place	Wroclaw, Poland; Copenhagen, Denmark - Aarhus Institute; Cuenca, Spain Área de Sociología de la UC; Sydney, Australia Croatian Studies Centre, Macquarie University; Klagenfurt, Austria Alpe-Adria University, Department of Media and Communication; Maribor, Slovenia, Department of Sociology; Croatian Studies Centre
Institution	Institute of Sociology/Department of Sociology
Field of training	Scientific/ teaching area
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ol style="list-style-type: none"> <li>1) Department of Humanities 2002-2003, Course: Social History of Ideas and Ideologies</li> <li>2) Teacher Training College: 2002-2004, Seminars in courses: Socio-psychological Pathology of Minors</li> <li>3) Arts Academy: 2003-2004, Course: Sociology</li> <li>4) Faculty of Civil Engineering, Architecture and Geodesy: (Professional Study Program and Undergraduate Program of Civil Engineering) 2006-2010, Course: Sociology of Work</li> <li>5) Faculty of Economics: 2003-, Course: Sociology of Work, Sociology of Organization, Business Ethics, Introduction to Professional and Scientific Papers, Sociology of Tourism, Sociology</li> <li>6) Teaching multiple compulsory and optional courses at the University of Split, Faculty of Humanities and Social Sciences, Department of Sociology in Undergraduate and Graduate programs</li> </ol>
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Brčić Kuljiš, M., Popović, T., Relja, R., Lunić, A. (2020) <b>Granice. Stavovi studenata Sveučilišta u Splitu o imigracijama, imigrantima i izbjeglicama.</b> Sveučilište u Splitu, Filozofski fakultet.</li> <li>2. Relja, Renata; Popović, Toni; Gutović, Tea (2019) <u>Analysis of elements and process of school principals' professionalization in Croatia</u> // <b>Management : Journal of</b></li> </ol>

	<p><b>Contemporary Management Issues, 24</b> (2019), Special Issues; 55-71 doi:10.30924/mjcmi.24.si.4</p> <p>3. Relja, Renata; Popović, Toni; Marasović, Anita (2019) <u>Occupational training without commencing employment: advantages and disadvantages</u> // <b>Economic and Social Development 49th International Scientific Conference on Economic and Social Development Development – "Building Resilient Society"</b> / Dukic, Darko ; Studzieniecki, Tomasz ; Grzinic, Jasmina (ur.).Zagreb: Croatia, 2019. str. 437-447</p> <p>4. Popović, Toni; Alfirević, Nikša; Relja, Renata (2019) <u>Selection and Education of School Principals: A Comparative Overview of Policies</u> // <b>Educational Leadership in Policy Challenges and Implementation Within Europe /</b> Ingþórsson, Ágúst Hjörtur ; Alfirević, Nikša ; Pavičić, Jurica ; Vican, Dijana (ur.).Cham, Switzerland: Palgrave, Macmillan, 2019. str. 59-78 doi:10.1007/978-3-319-99677-6</p> <p>5. Gutović, Tea; Relja, Renata; Popović, Toni (2019) <u>The 2CELLOS phenomenon: Social and cultural aspects of their fandom</u> // <b>Anthropological Notebooks, 25</b> (2019), 3; 23-40.</p> <p>6. Macan, Đ., Relja, R., Hren, D. (2017) <b>The Street as a Stage. Ethnography of Street Performance.</b> (2017) Split: Sveučilište u Splitu, Filozofski fakultet.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>1. Brčić Kuljiš, M., Popović, T., Reić Ercegovac, I., Koludrović, M., Ljubetić, M., Vican, D., Pavičić, J., Relja, R., Živčić, M., Vučić, M. (2016) <i>Samoprocjena kompetentnosti, motivacije i samoeffikasnosti nastavnika u obrazovanju odraslih</i>. Zagreb : Hrvatsko andragoško društvo.</p> <p>2. Brčić Kuljiš, M., Popović, T., Koludrović, M., Vican, D., Pavičić, J., Relja, R., Reić Ercegovac, I., Ljubetić, M., Živčić, M., Vučić, M. (2015) <i>Kompetencije nastavnika u obrazovanju odraslih – perspektive tržišta rada</i>. Split: Filozofski fakultet u Splitu.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Undergraduate Programme (gained the title: professor of sociology)
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Toni Popović, M.A.</b> , Assistant
The course he/she teaches in the proposed study programme	Entrepreneurship and Innovation
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, Split
Telephone number	(021) 545 553
E-mail address	tpopovic1@ffst.hr
Personal web page	<a href="http://inet1.ffst.hr/toni.popovic">http://inet1.ffst.hr/toni.popovic</a> <a href="https://www.bib.irb.hr/pregled/znanstvenici/357925">https://www.bib.irb.hr/pregled/znanstvenici/357925</a> <a href="https://scholar.google.hr/citations?user=ivletZsAAAAJ&amp;hl=hr">https://scholar.google.hr/citations?user=ivletZsAAAAJ&amp;hl=hr</a>
Year of birth	/
Scientist ID	357925
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	November 1, 2016
Name of position (professor, researcher, associate teacher, etc.)	Teaching Assistant
Field of research	Sociology
Function	Teaching asisstant, ECTS coordinator (Department of Sociology)
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	MA in Sociology
Institution	Faculty of Humanities and Social Sciences, University of Split
Place	Split
Date	July 17, 2013
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (3)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Gutović, T., Relja, R., Popović, T. (2020). The constitution of profession in a sociological sense: An example of sports management. <i>Economics &amp; sociology</i> , 13(4): 139-153.  Gutović, T., Relja, R., Popović, T. (2019). The 2CELLOS phenomenon: Social and cultural aspects of their fandom. <i>Anthropological Notebooks</i> , 25(3): 23-40.  Popović, T., Alfirević, N., Relja, R. (2019). Selection and Education of School Principals: A Comparative Overview of



	<p>Policies. In: A. H. Ingpórsson, N. Alfirević, J. Pavičić, D. Vican, D. (Eds.). <i>Educational Leadership in Policy. Challenges and Implementation Within Europe</i> (pp. 59-78). Cham: Palgrave Macmillan.</p> <p>Popović, T., Relja, R., Gutović, T. (2017). Aktualnost ruralne sociologije: problematiziranje održivosti "prostora iza". In: A. Bušljeta Tonković, Ž. Holjevac, I. Brlić, N. Šimunić, N. (Eds.). <i>Koga (p)održava održivi razvoj: prilozi promišljanju održivosti ruralnih područja u Hrvatskoj</i> (pp. 71-94). Zagreb: Institute of Social Sciences Ivo Pilar.</p> <p>Relja, R., Popović, T., Tomić, V. (2016). The Sustainability of Tradition in the Dalmatian Hinterland through Green Entrepreneurship. <i>The International Journal of Interdisciplinary Environmental Studies</i>, 11(2): 19-31.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>Brčić Kuljiš, M.; Popović, T.; Reić Ercegovac, I.; Koludrović, M.; Ljubetić, M.; Vican, D.; Pavičić, J.; Relja, R.; Živčić, M.; Vučić, M. (2016). <i>Self evaluation of competence, motivation and self efficacy of teachers in adult education</i>. Zagreb: Croatian Andragogy Society.</p> <p>Brčić Kuljiš, M.; Popović, T.; Vican, D.; Pavičić, J.; Relja, R.; Ljubetić, M.; Reić Ercegovac, I.; Koludrović, M.; Živčić, M.; Vučić, M. (2015). <i>Competencies of Teachers in Adult Education - The Perspective of Labour Market (Research Report)</i>. Split: Faculty of Humanities and Social Sciences, University of Split.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Scientific Centre of Excellence for School Effectiveness and Management (MSE; 2020-2024)</p> <p>Social Sciences and Humanities in intersectoral outreach for better education and sustainable innovations (Erasmus + Programme Knowledge Alliances; 2019-2022)</p> <p>The Inclusion of Higher Education in the Community in Croatia and Slovenia - Comparative Analysis and Exchange of Best Practice Solutions (MSE; 2016-2017)</p> <p>Design of Occupational Standards and Professional Qualifications Standards in Adult Education (ESF – European Social Fund; 2015-2016)</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	/
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	<p>Award for excellence in research work in the academic year 2018/2019 (field: social sciences; category: scientists up to 36 years of age; Faculty of Humanities and Social Sciences, University of Split)</p> <p>Scholarship for excellence during doctoral studies (2017-2018; Department of Sociology, Faculty of Humanities and Social Sciences, University of Zagreb)</p>



First and last name and title of teacher	<b>Tea Gutović, M.A.</b> , Assistant
The course he/she teaches in the proposed study programme	Entrepreneurship and Innovation
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Franina 7 Kučine
Telephone number	+385915682388
E-mail address	<a href="mailto:tgutovic@fst.hr">tgutovic@fst.hr</a>
Personal web page	/
Year of birth	1992
Scientist ID	37844
Research or art rank, and date of last rank appointment	Master of Sociology, June 12th, 2016
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Teaching Assistant, April 20th, 2022
Area and field of election into research or art rank	Social sciences, Sociology, Sociological Subdisciplines
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	April 20th 2022
Name of position (professor, researcher, associate teacher, etc.)	Assistant
Field of research	Social sciences - Sociology
Function	Assistant
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Master's
Institution	University of Split, Faculty of Humanities and Social Sciences
Place	Split, Croatia
Date	June 12th, 2016
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2017
Place	Split, Croatia
Institution	University of Split, Faculty of Kinesiology
Field of training	Kinesiology
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish, 4
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Sociology of Work, Undergraduate University Programme of Sociology, University of Split, Faculty of Humanities and Social Sciences; Sociology of Entertainment, Undergraduate University Programme of Sociology, University of Split, Faculty of Humanities and Social Sciences; Multiculturalism in Contemporary Society, Undergraduate University Programme of Sociology, University of Split, Faculty of Humanities and Social

	Sciences; Sociology of Education, Graduate University Programme, University of Split, Faculty of Humanities and Social Sciences; Sociology of Tourism, Graduate University Programme, University of Split, Faculty of Economics; Sociology, Undergraduate University Programme, University of Split, Faculty of Economics
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Relja, R., Gutović, T., Svalina, K. (2020). The impact of tourism on the employability and socio-economic position of young people in Split. <i>Zbornik radova Veleučilišta u Šibeniku</i>, 14(3-4): 7-23.</li> <li>2. Gutović, T., Relja, R., Popović, T. (2020) The constitution of profession in a sociological sense: An example of sports management. <i>Economics &amp; Sociology</i>, 13(4): 139-153.</li> <li>3. Alfirević, N., Petković, S., Gutović, T. (2017) Psychological and Sociological Determinants of Educational Management and Leadership in Croatia and Bosnia &amp; Herzegovina: Results of Empirical Research. <i>DIEM: International Economic Meeting</i>, 3 (1): 382-392. (ISSN: 1894-3645)</li> <li>4. Popović, T., Relja, R., Gutović, T. (2017) The Role of Non-formal Qualifications in the Flexibility of Education and Labor Market. <i>Economic and Social Development, 22nd International Scientific Conference on Economic and Social Development – “The Legal Challenges of Modern World”</i>, pp. 677-689. (ISSN: 1849-6803).</li> <li>5. Popović, T., Relja, R., Gutović, T. (2016) Social Entrepreneurship as (In)Visible Work and Business. <i>Proceedings of the 5th International Scientific Symposium „Economy of Eastern Croatia – Vision and Growth“</i>, pp. 719-815. (ISSN:1848-9559)</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> <li>1. Buzov, I., Gutović, T., Popović, T. (2021) The Importance of Lifelong Learning in the Development of Entrepreneurship in Rural Tourism. <i>Proceedings The Center for Scientific Exchange and Education, First Virtual Conference of the Center for Scientific Exchange and Education</i>, pp.17-26.</li> <li>2. Relja, R., Popović, T. Gutović, T. (2019) Analysis of Elements and Process of School Principals' Professionalization in Croatia. <i>Management: Journal of Contemporary Management</i></li> </ol>

	<p><i>Issues</i>, 24 (Special Issue): 55-71. DOI: 10.30924/mjcmi.24.si.4</p> <p>3. Brčić Kuljiš, M., Gutović, T. (2019) Inclusive Educational Policy and the Democratic Context of Educational Leadership and Management. U: Ingþórsson, Á. H., Alfirević, N., Pavičić, J., Vican, D. (eds.) <i>Educational Leadership in Policy: Challenges and Implementation within Europe</i>, str. 81-96. London: Palgrave Macmillan.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Science Center of Excellence for School Effectiveness and Management (2020-2024)</p> <p><i>Entrepreneurship Project SECEEL</i> - Regional Center for the Development of Entrepreneurial Competences for Southeast European Countries,</p> <p><i>Sport Against Violence and Exclusion (SAVE)</i> – Erasmus + project</p> <p><i>Integra Dalmatica – Adris Foundation</i> project, led by Faculty of Humanities and Social Sciences, University of Split partnering with Institute of Social Sciences "Ivo Pilar"</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	<p>Dean's Award for Undergraduate and Graduate Study Programme of Sociology, University of Split, Faculty of Humanities and Social Sciences;</p> <p>"Entrepreneurship in Kinesiology and Sports", Faculty of Kinesiology, University of Split for SECEEL</p>

First and last name and title of teacher	<b>Kolinda Grabar-Kitarović, M. Sc.</b>
The course he/she teaches in the proposed study programme	Modern Diplomacy and Public Relations
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Ulica Antuna Bauera 29
Telephone number	+385993295900
E-mail address	kolindagk@gmail.com
Personal web page	kolinda.hr
Year of birth	1968
Scientist ID	/
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/

Area and field of election into research or art rank	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Zagreb School of Economics and Management
Date of employment	15 March 2021
Name of position (professor, researcher, associate teacher, etc.)	Special Assistant to the Dean for International Cooperation
Field of research	/
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Master of Arts
Institution	University of Zagreb, School of Political Science
Place	Zagreb
Date	2000
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2002/2003
Place	Washington DC, USA
Institution	George Washington University
Field of training	International Relations and Security Studies
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Portuguese 4
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	A series of seminars entitled „Building Policy Consensus on the World Stage: the Pitfalls, Progress and Possibilities“, as a fellow with the Sine Institute of Policy and Politics, American University, Washington DC, USA
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	PhD program in Political Science, International Relations, at the School of Political Science of the University of Zagreb

didactic-pedagogical group of competences?-pedagoške kompetencije?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	Fulbright Lifetime Achievement Award, 2019 The George Washington University President's Medal
First and last name and title of teacher	<b>James Brendan Foley</b> , Former Ambassador
The course he/she teaches in the proposed study programme	Modern Diplomacy and Public Relations
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	/
Telephone number	/
E-mail address	/
Personal web page	/
Year of birth	April 4, 1957
Scientist ID	/
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	/
Date of employment	/
Name of position (professor, researcher, associate teacher, etc.)	/
Field of research	/
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	B.A.
Institution	State University of New York
Place	Fredonia, New York
Date	1979
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	M.A.L.D.
Place	Medford, Massachusetts
Institution	Fletcher School of Law and Diplomacy, Tufts University
Field of training	International Affairs
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	/
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

Title, name and last name of the course leader	<b>Ana Marušić</b> , Ph.D., Distinguished Professor
Title of the course at the proposed study programme	Principles of Scientific Research in Social Sciences and Humanities
GENERAL INFORMATION ON COURSE LEADER	
Address	University of Split School of Medicine, Šoltanska 2, 21000, Split
Telephone number	098 508647, work: 021 558 812
E-mail address	ana.marusic@mefst.hr
Personal web page	<a href="http://www.mefst.unist.hr/nastava/katedre/istrazivanja-u-biomedicini-i-zdravstvu/nastavnici-903/prof-ana-marusic-md-phd/9657">http://www.mefst.unist.hr/nastava/katedre/istrazivanja-u-biomedicini-i-zdravstvu/nastavnici-903/prof-ana-marusic-md-phd/9657</a>
Year of birth	1962
Scientist ID	136152
CROSBİ profile ID	12388
Research rank and date of the last appointment	Full tenured professor of Anatomy, since 2008 Scientific advisor, Biomedicine and Health – Public Health, since 2020
Research and teaching or teaching rank, and the date of the last appointment	Full tenured professor, biomedicine and health – basic medical sciences (2008)

Area and field of appointment into research rank	Biomedicine and Health: - Basic Medical Sciences - Public Health
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University of Split School of Medicine
Date of employment	2008
Job title (professor, researcher, associate teacher, etc.)	Full tenured professor
Field of research	Anatomy, Public Health
Position in the institution	Chair, Department of Research in Biomedicine and Health
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Doctor of Medicine (MD), Doctor of Medical Sciences (PhD)
Institution	University of Zagreb School of Medicine
Place	Zagreb
Date	1985 MD / 1989 PhD
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1989-1990
Place	Farmington, CT, USA
Institution	University of Connecticut Health Center Medical School
Field of training	Molecular and cellular biology of bone
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – excellent (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German – good (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French – sufficient (2)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Course „Principles of Research in Medicine“ – creator of the course at the University of Zagreb School of Medicine, 1995  Course leader on several courses at the doctoral programme “Translational research in biomedicine”, TRIBE  Co-leader of the doctoral course at the Sao Paulo University, Brazil ( <a href="https://uspdigital.usp.br/janus/Disciplina?sgldis=MCM5917&amp;">https://uspdigital.usp.br/janus/Disciplina?sgldis=MCM5917&amp;</a> )
Authorship of university textbooks from the field of the course	1. Marušić A. Poglavlja 14. Znanstvena publikacija, 15. Građa znanstvenog članka, 16. Pisanje znanstvenog članka. U: Marušić M, ur. Uvod u znanstveni rad u medicini, 6. izdanje. Medicinska naklada, Zagreb, 2019. 2. Marušić A. Chapters 14. Scientific Publication, 15. Structure of the Scientific Article, 16. Writing a Scientific Article. U: Marušić M, ur. Principles of Research in Medicine, 2nd ed. Medicinska naklada, Zagreb, 2016. 3. Editor of the translation of the textbook: Ferenczi & Muirhead: One Stop Doc: Statistics and Epidemiology. Zagreb: Medicinska naklada, 2012. 4. Marušić A. Approaches to the detection of research misconduct – The role of the peer review process. In: Wells F, Farthing M, ed. Fraud and Misconduct in Biomedical Research. London: The Royal Society of Medicine Press, 2008.



	5. Marušić A, Haug C. The journal editor's perspective. In: Foote M, ed. <i>Clinical trial registries. A practical guide for sponsors and researchers of medicinal products</i> . Basel: Birkhäuser, 2006.
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>1. Tokalić R, Viđak M, Kaknjo MM, <b>Marušić A</b>. Antifragility of healthcare systems in Croatia and Bosnia and Herzegovina: Learning from man-made and natural crises. <b>Lancet Reg Health Eur</b>. 2021 Oct 7;9:100216.</li> <li>2. Pina DG, Buljan I, Hren D, <b>Marušić A</b>. A retrospective analysis of the peer review of more than 75,000 Marie Curie proposals between 2007 and 2018. <b>Elife</b>. 2021 Jan 13;10:e59338.</li> <li>3. Wang X, Chen Y, Akl EA, Tokalić R, <b>Marušić A</b>, Qaseem A, Falck-Ytter Y, Lee MS, Siedler M, Barber SL, Zhang M, Chan ESY, Estill J, Kwong JSW, Okumura A, Zhou Q, Yang K, Norris SL; RIGHT working group. The reporting checklist for public versions of guidelines: RIGHT-PVG. <b>Implement Sci</b>. 2021 Jan 11;16(1):10.</li> <li>4. Mejlgaard N, Bouter LM, Gaskell G, Kavouras P, Allum N, Bendtsen AK, Charitidis CA, Claesen N, Dierickx K, Domaradzka A, Reyes Elizondo A, Foeger N, Hiney M, Kaltenbrunner W, Labib K, <b>Marušić A</b>, Sørensen MP, Ravn T, Ščepanović R, Tijdink JK, Veltri GA. Research integrity: nine ways to move from talk to walk. <b>Nature</b>. 2020 Oct;586(7829):358-360.</li> <li>5. Buljan I, Garcia-Costa D, Grimaldo F, Squazzoni F, <b>Marušić A</b>. Large-scale language analysis of peer review reports. <b>Elife</b>. 2020 Jul 17;9:e53249.</li> </ol>
Professional and research papers in methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>1. Buljan I, Marušić M, Tokalić R, Viđak M, Peričić TP, Hren D, <b>Marušić A</b>. Cognitive levels in testing knowledge in evidence-based medicine: a cross sectional study. <b>BMC Med Educ</b>. 2021 Jan 7;21(1):25.</li> <li>2. Roguljić M, Peričić TP, Gelemanović A, Jukić A, Šimunović D, Buljan I, Marušić M, <b>Marušić A</b>, Wager E. What Patients, Students and Doctors Think About Permission to Publish Patient Photographs in Academic Journals: A Cross-Sectional Survey in Croatia. <b>Sci Eng Ethics</b>. 2019 Sep 20. doi: 10.1007/s11948-019-00134-y. [Epub ahead of print]</li> <li>3. Krnic Martinic M, Meerpohl JJ, von Elm E, Herrle F, <b>Marusic A</b>, Puljak L. Attitudes of editors of core clinical journals about whether systematic reviews are original research: a mixed-methods study. <b>BMJ Open</b>. 2019 Aug 30;9(8):e029704.</li> <li>4. Buljan I, Jerončić A, Malički M, Marušić M, <b>Marušić A</b>. How to choose an evidence-based medicine knowledge test for medical students? Comparison of three knowledge measures. <b>BMC Med Educ</b>. 2018;18:290.</li> <li>5. Banožić A, Buljan I, Malički M, Marušić M, <b>Marušić A</b>. Short- and long-term effects of retrieval practice on learning concepts in evidence-based medicine: Experimental study. <b>J Eval Clin Pract</b>. 2018;24:262-263.</li> </ol>
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>1. Croatian Research Foundation, grant "Professionalism in Health - ProHealth", 2015-2019</li> <li>2. Croatian Research Foundation, grant „Professionalism in health: Decision-making in practice and research – ProDeM“, since 2020.</li> <li>3. H2020-SwafS-16-2016 – EnTIRE (Mapping Normative Frameworks for Ethics and Integrity of Research), since 2017.</li> <li>4. H2020-SwafS-2016-17 – VIRT2UE (Virtue based ethics and Integrity of Research: Train-the-Trainer program for Upholding</li> </ol>

	the principles and practices of the European Code of Conduct for Research Integrity), since 2018. 5. H2020-SwafS-2018-1 – SOPs4RI (Standard Operating Procedures for Research Integrity SOPs4RI), since 2019.
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Courses on Anatomy (since 1986) and Research in biomedicine and Health (since 1995), from instructor to full tenured professor.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	2019: University of Split Award for Research 2017: Meritorious Award, Council of Science Editors 2006: National Award for Science, Parliament of Croatia 2002: Strossmayer's Award, Croatian Academy of Arts and Sciences 2001: Strossmayer's Award, Croatian Academy of Arts and Sciences 1999: National decoration for contribution to science, Ruđer Bošković Order of Danica Hrvatska

First and last name and title of teacher	<b>Darko Hren</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Principles of Scientific Research in Social Sciences and Humanities
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Rendićeva 33, 21000 Split
Telephone number	0915001173
E-mail address	dhren@ffst.hr
Personal web page	/
Year of birth	1973
Scientist ID	277083
Research or art rank, and date of last rank appointment	Higher scientific associate (17.5.2019.)
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor (25.9.2019.)
Area and field of election into research or art rank	Interdisciplinary field of science - educational sciences (psychology, pedagogy)
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.4.2009.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	research on research (meta-research), education
Function	-
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	20.10.2008.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1998-2002
Place	Zagreb
Institution	Institute for Integrative Gestalt Therapy Würzburg

Field of training	Gestalt psychotherapy
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Introduction to Scientific Literacy (Pedagogy - undergraduate) Introduction to Qualitative Methods in Education (Pedagogy - graduate) Psychology of teaching and learning (Pedagogy - undergraduate; Teacher Education - integrated bachelor and graduate) Psychology of Motivation and socialization in the Classroom (Pedagogy - graduate; Teacher Education - integrated undergraduate and graduate); Social psychology (Sociology - undergraduate; Pedagogy - graduate) Study Skills (Pedagogy - undergraduate); Effective Communication (Pedagogy - graduate); Introduction to Scientific Literacy (Pedagogy - undergraduate); Basic Statistics for Linguists (Humanistic Sciences - postgraduate) Statistical Analysis in Practice (Humanistic Sciences - postgraduate) Quasiexperimental and Nonexperimental Study Designs (Translational Research in Biomedicine and Epidemiology - postgraduate)
Authorship of university/faculty textbooks in the field of the course	1. Hren, D. (2016) <i>Interpretation of results</i> . In Marušić, M. (Ed.), <i>Principles of Research in Medicine</i> (2nd edition). Zagreb: Medicinska Naklada
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)  <i>Note: Course teacher in Academic skills, Ethics in Psychology, Interpersonal and communication skills, Introduction to Psychology, Qualitative Research Designs, Quantitative Research Designs, Social Psychology.</i>	1. Sharp, M., Bertizzolo, L., Rius, R., Wager, E., Gomez, G., Hren, D. (2019). Using the STROBE statement: survey findings emphasized the role of journals in enforcing reporting guidelines. <i>Journal of Clinical Epidemiology</i> , 116:26-35. 2. Glonti, K., Cauchi, D., Cobo, E., Boutron, I., Moher, D., Hren, D. (2019). A scoping review on the roles and tasks of peer reviewers in the manuscript review process in biomedical journals. <i>BMC Medicine</i> , 17:118. 3. Superchi, C.; González, J.A.; Solà, I., ; Cobo, E.; Hren, D.; Boutron, I., (2019). Tools used to assess the quality of peer review reports: a methodological systematic review. <i>BMC Medical Research Methodology</i> , 19:48. 4. Sharp, M., Tokalić, R., Gómez, G., Wager, E., Altman, D.G., Hren, D. (2019). A cross-sectional bibliometric study showed suboptimal journal endorsement rates of STROBE and its extensions. <i>Journal of Clinical Epidemiology</i> , 107:42-50. 5. Smoljanović, T., Bohaček, I., Hannafin, J., Nielsen, H.B., Hren, D., Bojanić, I. (2018). Sport injuries in international masters rowers: a cross-sectional study. <i>Croatian Medical Journal</i> , 258-266.

	<ol style="list-style-type: none"> <li>6. Glonti, K., Hren, D. (2018). Editors' perspectives on the peer-review process in biomedical journals: protocol for a qualitative study. <i>BMJ Open</i>, 8(10):e020568.</li> <li>7. Sharp, M., Nyanchoka, L., Hren D. (2018). Every ROSE has its thorns. <i>Environmental Evidence</i>, 7:20.</li> <li>8. Sharp, M., Hren, D., Altman, D. (2018). The STROBE Extensions: Considerations for Development. <i>Epidemiology</i>, 29:53-56.</li> <li>9. Buljan, I., Malički, M., Wager, E., Puljak, L., Hren, D., Kellie, F., West, H., Alfirević, Ž., Marušić, A.(2018) Response to letter to the editor by McSween-Cadieux et al. <i>Journal of Clinical Epidemiology</i>, 100:133-134.</li> <li>10. Buljan, I., Malički, M., Wager, E., Puljak, L., Hren, D., Kellie, F., West, H., Alfirević, Ž., Marušić, A. (2017). No difference in knowledge obtained from infographic or plain language summary of a Cochrane systematic review: three randomized controlled trials. <i>Journal of Clinical Epidemiology</i>, 97:86-94.</li> <li>11. Sharp, M.K., Utrobičić, A., Gómez, G., Cobo, E., Wager, E., Hren, D. (2017) The STROBE extensions: protocol for a qualitative assessment of content and a survey of endorsement. <i>BMJ Open</i>, 7(10):e019043</li> <li>12. Glonti, K., Cauchi, D., Cobo E., Boutron I., Moher D., Hren D. (2017). A scoping review protocol on the roles and tasks of peer reviewers in the manuscript review process in biomedical journals. <i>BMJ Open</i>, 7(10):e017468</li> <li>13. Pina, D.G., Hren, D., Marušić, A. (2015). Peer Review Evaluation Process of Marie Curie Actions under EU's Seventh Framework Programme for Research. <i>PLOS ONE</i>, 10(6):e0130753.</li> <li>14. Smoljanovic, T., Bohacek, I., Hannafin, J.A., Terborg, O., Hren, D., Pecina, M., Bojanic, I. (2015). Acute and chronic injuries among senior international rowers: a cross-sectional study. <i>International Orthopaedics</i>, 39(8):1623-1630.</li> <li>15. Marušić, A., Hren, D., Mansi B., Lineberry, N., Bhattacharya, A., Garrity, M., Clark, J., Gesell, T., Glasser, S., Gonzalez J., Hustad, C., Lannon M-M., Mooney, L.A., Peña, T. (2014). Five-Step Authorship Framework to Improve Transparency in Disclosing Contributors to Industry-sponsored Clinical Trial Publications. <i>BMC Medicine</i>, 12:197.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ol style="list-style-type: none"> <li>1. Scientist-in-Charge Methods in Research on Research (MiRoR; Marie Slodowska Curie Actions, Horizon 2020, Innovative Training Networks) <a href="http://miror-ejd.eu/">http://miror-ejd.eu/</a></li> </ol>

The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Graduate study programme in Psychology, University of Zagreb, Faculty for Humanities and Social Sciences
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Tonći Kokić</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Philosophy of Science
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/545548
E-mail address	<a href="mailto:tkokic@ffst.hr">tkokic@ffst.hr</a>
Personal web page	<a href="https://www.researchgate.net/profile/Tonci_Kokic">https://www.researchgate.net/profile/Tonci_Kokic</a>
Year of birth	/
Scientist ID	285315
Research or art rank, and date of last rank appointment	Senior scientific associate 14. January 2017.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor 21. February 2017.
Area and field of election into research or art rank	Humanities; Philosophy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences University of Split
Date of employment	13. March 2006.
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Philosophy of science (biology)/ History of philosophy
Function	Teacher
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences University of Zagreb
Place	Zagreb
Date	7. May 2009.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2007
Place	Split, Croatia
Institution	RWCT
Field of training	Pedagogy (for Higher education)
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language (level 4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language (level 2)

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Ancient Philosophy I & II, Philosophy of biology, Philosophical Anthropology (Department of Philosophy, undergraduate study)
Authorship of university/faculty textbooks in the field of the course	Pregled antičke filozofije. 2015. Zagreb, Naklada Breza.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Metempsihoza u antičkoj Grčkoj i veze s Indijom. Bogoslovska smotra, 90 (2020), 1. 2. Nemogućnost hibridizacije čovjeka i antropoidnih majmuna. Obnovljeni život : časopis za religioznu kulturu, 74 (2019), 3. 3. Weakness of The Scientific Hypotheses about the Origin Of Life. Filozofia Nauki, 26 (2018), 1; 9-21. 4. Predsokratski pojam vremena: moguće tumačenje. Filozofska istraživanja, 36 (2016), 1; 65-73. 5. Predsokratski pojam vremena: moguće tumačenje. Filozofska istraživanja, 36 (2016), 1.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Project Manager – European Commission; EuropeAid Projekt: InterCap (2017.-2019.) br. InterCap br. CSO-LA/2017/388-136
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Undergraduate study (Philosophy, Faculty of Humanities and Social Sciences, University of Zagreb)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Dario Škarica</b> , Ph.D., Full Professor
The course he/she teaches in the proposed study programme	Philosophy of Science
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	021 541 908
E-mail address	<a href="mailto:dskarica@ffst.hr">dskarica@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	170172
Research or art rank, and date of last rank appointment	Scientific Advisor, 2012.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 2021.
Area and field of election into research or art rank	humanities, philosophy



INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Institute of Philosophy, Zagreb, Faculty of Humanities and Social Sciences, University of Split
Date of employment	1989 (Institute of Philosophy, Zagreb) 2013 (Faculty of Humanities and Social Sciences, University of Split)
Name of position (professor, researcher, associate teacher, etc.)	Scientific Advisor (Institute of Philosophy, Zagreb) Full Professor (Faculty of Humanities and Social Sciences, University of Split)
Field of research	philosophy
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	1998: PhD in Philosophy
Institution	University of Zagreb
Place	Zagreb
Date	1998
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	undergraduate courses since 2006: Faculty of Humanities and Social Sciences, University of Split 2005 – 2010: Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek 2004 – 2016: Department of Philosophy, University of Zadar 2000 – 2013: Catholic Faculty of Theology, University of Zagreb doctoral courses since 2012: Croatian Epistemological Heritage (Faculty of Humanities and Social Sciences, University of Split) since 2006: <i>Zimmermann's noetics</i> (Catholic Faculty of Theology, University of Zagreb)
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Škarica, Dario, Istina u Akvinca, Merciera i Zimmermanna, <i>Služba Božja</i> 60 (2020) 1: 5-28. 2. Škarica, Dario, Pojava, ideja, um, <i>Služba Božja</i> 60 (2020) 3: 273-292. 3. Škarica, Dario, Percept, predodžba, Aleph, <i>Acta ladertina</i> 15 (2018) 2: 27-48. 4. Hanžek, Ljudevit; Škarica, Dario, <i>Priručni tekstovi iz epistemologije</i> , Split: Filozofski fakultet u Splitu, 2015. 5. Škarica, Dario, Izvori psihologijskoga znanja - prema Brentanu, 1874., <i>Acta ladertina</i> 12 (2015) 1: 57-77.



Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2014 – 2018: <i>Free Will, Causality, and Luck</i> (Croatian Science Foundation), associate
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Ljudevit Hanžek</b> , Ph.D., Assistant Professor
The course he/she teaches in the proposed study programme	Philosophy of Science
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 29, 21 000 Split, Republic of Croatia
Telephone number	091 577 4650
E-mail address	ljuhan@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	336663
Research or art rank, and date of last rank appointment	Research associate, 18. 3. 2016.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 19.12.2017.
Area and field of election into research or art rank	Humanities, Philosophy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	19.12.2017.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Philosophy
Function	Head of the Research Centre for Logic, Epistemology and Philosophy of Science "Berislav Žarnić"
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD.
Institution	University of Zadar
Place	23 000 Zadar, Republic of Croatia
Date	7.7.2015.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/

Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Hanžek, Ljudevit (2018.) "<u>Wide Content Explanations</u>", in: (eds. F. Grgić and D. Pečnjak) <i>Free Will &amp; Action: Historical and Contemporary Perspectives</i>, Springer</li> <li>2. Hanžek, Ljudevit (2017.) "<u>Brentano on Self-Consciousness</u>", in: (ed.) Berčić, Boran <i>Perspectives on the Self</i>, Rijeka: Sveučilište u Rijeci, pp. 171-187.</li> <li>3. Ljudevit Hanžek, <u>Zimmermannova polemika s Vernićem i Lachom</u>, <i>Prilozi za istraživanje hrvatske filozofske baštine</i>, 39., 1. (77), Zagreb, 2013. pp. 315-328</li> <li>4. Ljudevit Hanžek, <u>Epistemička i instrumentalna racionalnost</u>, <i>Filozofska istraživanja</i>, 32., 3-4 (127-128), Zagreb, 2013. pp. 411-425</li> <li>5. Ljudevit Hanžek, <u>Bubanović i Zimmerman o duši i tijelu</u>, <i>Prilozi za istraživanje hrvatske filozofske baštine</i>, 38., 1. (75), Zagreb, 2012. pp. 105-121.</li> <li>6. Ljudevit Hanžek and Dario Škarica, <u>Zimmerman o historijskom svjedočanstvu</u>, <i>Prilozi za istraživanje hrvatske filozofske baštine</i>, 37., 1-2 (73-74), Zagreb, 2011. pp. 51-73</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	The degree of Master of Education in Philosophy and English Language and Literature, obtained at Faculty of Humanities and Social Sciences, University of Split (2010) 120 ECTS points
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Gloria Vickov</b> , Ph.D., Full Professor
The course he/she teaches in the proposed study programme	Mediterranean as the Cradle of Multiculturalism
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021386122
E-mail address	<a href="mailto:gvickov@ffst.hr">gvickov@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	270024
Research or art rank, and date of last rank appointment	Scientific Advisor, May 3, 2022
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, May 18, 2022
Area and field of election into research or art rank	Humanities, Philology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	October 15, 2005
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Applied Linguistics
Function	Vice-Dean for Students and Teaching Affairs (academic year 2015/2016 and 2016/2017), Dean (from academic year 2017/2018 to 2022/2023)
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences University of Zagreb
Place	Zagreb
Date	November 5, 2010
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2005
Place	Broadstairs, Kent, Great Britain
Institution	Hilderstone College
Field of training	Applied Linguistics
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Department of Teacher Education: <i>Engleski jezik 1, Engleski jezik 2, Rano učenje engleskoga kao stranoga jezika, Metodika nastave engleskoga kao stranoga jezika i Praktikum i školska praksa, Uvod u lingvistiku and Integrirane jezične</i> . Department of

	the English language and literature: <i>Jezik i diskurs</i> . Department of Pedagogy: <i>Jezik struke</i> .
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Vickov, G. (2020) Diskursne oznake u teorijskom trokutu (s osvrtom na engleski jezik). <i>Lingua Montenegrina</i>, XIII/1 (25), 107-137 doi:10.46584.</li> <li>2. Vickov, G. &amp; Jakupčević, E. (2020) Discourse Marker Clusters in the Classroom Discourse of Native and Non-Native EFL Teachers. <i>International Journal of Learning, Teaching and Educational Research</i>, 19 (3), 310-328 doi:10.26803/ijlter.19.3.17.</li> <li>3. Kovač, M. &amp; Vickov, G. (2019) The influence of pre-task planning on speed and breakdown fluency. <i>Journal for Foreign Languages</i>, 11 (1), 87-102 doi:<a href="https://.org/10.4312/vestnik.11.87-102">https://.org/10.4312/vestnik.11.87-102</a>.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> <li>1. Vickov, G. (2016) <i>Hrvatska kultura u učenju stranog jezika</i>. Zagreb, Hrvatska sveučilišna naklada, Filozofski fakultet u Splitu.</li> <li>2. Kovač, M. &amp; Vickov, G. (2018) The impact of immediate task repetition on breakdown fluency. <i>Govor : časopis za fonetiku</i>, 35 (2), 139-160.</li> <li>3. Vickov, G. &amp; Jakupčević, E. (2017) Discourse Markers in Non-Native EFL Teacher Talk. <i>Studies in second language learning and teaching</i>, 7 (4), 649-671 doi:10.14746/ssl.2017.7.4.5.</li> </ol>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Establishment of the Institute of Korean Studies and Training Plans for the Experts of Koreanology SEA-EU Savez Europsko Sveučilište mora (European University of the Seas)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Four-year study program (undergraduate and graduate) in the English language and literature and the German language and literature at the Faculty of Humanities and Social Sciences University of Zagreb, two-year postgraduate (doctoral) studies in Foreign Language Teaching Methodology at the Faculty of Humanities and Social Sciences University of Zagreb
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	University of Split Award (June 15, 2020)

First and last name and title of teacher	<b>Antonela Marić</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Mediterranean as the Cradle of Multiculturalism
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 597
E-mail address	antonela@ffst.hr
Personal web page	<a href="https://www.bib.irb.hr/pregled/znanstvenici/297704">https://www.bib.irb.hr/pregled/znanstvenici/297704</a>
Scientist ID	297704
Research or art rank, and date of last rank appointment	Senior Scientific Associate, 2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 2019.

Area and field of election into research or art rank	Humanities and Social Sciences, Philology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01.09.2007
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Italian Literature, Theatre, Translation Studies
Function	Vice-Dean for Science and International Cooperation
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Zadar
Place	Zadar
Date	2012
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 4
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Marić, Antonela, Visioni mediterranee dei grotteschi in <i>Oceano Mediterraneo. Naufraghi, esili, derive, approdi, migrazione e isole lungo le rotte mediterranee della letteratura italiana</i> / Gialloreto, Andrea ; Jurišić, Srećko; Moscarda Mirković, Eliana (ur.). Firenze: Franco Cesati Editore, 2020., 97-105</p> <p>Marić, Antonela; Alujević, Marijana, <i>Organski idiomi i stilistička načela // Čakavska rič : polugodišnjak za proučavanje čakavske riječi</i>, 1 (2018), 1-2; 199-216</p> <p>Marić, Antonela, Luigi Antonelli: <i>Prodavaonica snova</i>, Split: Naklada Bošković, 2018.</p> <p>Marić, Antonela, Maria Grazia Trobia, <i>Eros e mito. Rosso di San Secondo espressione del Novecento europeo.</i>, Caltanissetta-Roma: Salvatore Sciascia Editore, 2018.</p>

	<p>Marić, Antonela, La geografia dell'umorismo: scenari letterari come luoghi comuni della città mediterranea in <i>La città italiana come spazio letterario nel contesto mediterraneo (1990-2015)</i> / Jurišić, Srećko; Marić, Antonela; Mihaljević, Nikica; Dalmatin, Katarina (ur.), Firenze: Franco Cesati Editore, 2018.</p> <p>Marić, Antonela, Groteskni elementi u odabranim hrvatskim i talijanskim dramama s početka XX. stoljeća. Interpretacija i intertekstualnost. // <i>Lingua Montenegrina</i>, 1 (2018), 21; 243-261</p> <p>Marić, Antonela, <i>Igra bezgranična. Talijanski groteskni teatar u Hrvatskoj (1924.-1944.)</i>, Split: Naklada Bošković, 2017.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Magdalena Joanna Nowak</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Mediterranean as the Cradle of Multiculturalism
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Mazurska 9/D/1 St., 80-513 Gdańsk, Poland
Telephone number	605 69 89 44
E-mail address	magdalena.nowak@ug.edu.pl
Personal web page	<a href="https://historia.ug.edu.pl/pracownik/2139/magdalena_nowak">https://historia.ug.edu.pl/pracownik/2139/magdalena_nowak</a>
Year of birth	1967
Scientist ID	<a href="https://orcid.org/0000-0003-3162-1339">https://orcid.org/0000-0003-3162-1339</a>
Research or art rank, and date of last rank appointment	Doktor habilitowany -17.05.2019
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor 01.11.2019
Area and field of election into research or art rank	History
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Univeristy of Gdańsk
Date of employment	2019

Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	History
Function	Coordinator of study field: Historical Tourism
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doktor habilitowany
Institution	University of Gdańsk, Faculty of History
Place	Gdańsk
Date	<b>17.05.2019</b>
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2017/2018
Place	Gdańsk
Institution	Univeristy of Gdańsk
Field of training	Warsztatach doskonalenia umiejętności mówienia w języku angielskim w kontekście akademickim dla pracowników Uniwersytetu Gdańskiego pt. „Academic speaking” (English speaking skills improvement workshop in an academic context for employees of the University of Gdańsk, entitled "Academic speaking)
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Polish
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5 (fluent)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German – 4 (upper intermediate)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Ukrainian – 5 (passive)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian – 4 (passive), 3 (active)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin – 3 (passive)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>Courses for Erasmus students at Faculty of History, university of Gdańsk:</p> <p>2009/10, 2013/14, 2018/19, 2019/20, 2021/22 - pt. <i>Open to Interpretation. Polish-Ukrainian Relations in the 19th and 20th century (BA)</i></p> <p>2019/20, 20/21- History of Poland in the European Context(BA)</p> <p>Erasmus + Staff Mobility for Teaching 2017/2018, 9-13. kwiecień 2018, Faculty of History, Vilnius University, Litwa, , wykłady: <b>Open to Interpretation. Polish-Ukrainian Relations in the 19th and 20th Century; Choices and Multiple Identities</b> (late 19th and early 20th century)-BA and MA</p> <p>Erasmus + Staff Mobility for Teaching 2018/2019, 8-12.04.2019, Faculty of Arts, Charles University, Prague, Czech Republic,</p>



	wyklady: <b>Selected Problems of Late Modern History of Poland from mid 19th century to 1945 (Policy, Society, Culture); Choices and Multiple Identities</b> (late 19th and early 20th century)- BA and MA
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p><i>Metropolita Andrzej Szeptycki i jego bracia u progu I wojny światowej w świetle korespondencji rodzinnej</i>, [w:] Шептицький 155. Матеріали міжнародної наукової онлайн-конференції до 155-річчя від дня народження Митрополита Андрея Шептицького, під патронатом Отця і Глави Української Греко-Католицької Церкви Блаженнішого Святослава Шевчука, упоряд.: Ю. Скіра, Святоуспенська Унівська Лавра Студійського Уставу, Львів: Колесо, 2021, p. 27-49, ISBN 978-966-2527-84-1.</p> <p><i>Marian Mroczko (1938-2017)</i>, [in:] Słownik Biograficzny Historyków Uniwersytetu Gdańskiego, red. E. Koko, Z. Opacki, University of Gdańsk Publishing House, Gdańsk 2020, p. 308-325, ISBN: 978-83-7865-954-9.</p> <p><i>Edukacja Kazimierza Szeptyckiego</i> [in:] <i>Arystokrata ducha. Życie i dziedzictwo błogosławionego ojca Klemensa Szeptyckiego (1869–1951)</i>, ed. A.R. Szeptycki, Wojnowice 2018, p. 143-178, ISBN 978-83-7893-147-8.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>“<i>Gente Rutheni, natonie Poloni</i>” in <i>Polish and Ukrainian scholarly encyclopaedias and biographical dictionaries</i>, “<i>Studia Historica Gedanensia</i>” Historia w szkolnej ławce i na uniwersyteckiej auli. Nauczanie, kształcenie, wychowanie – przeszłość i terażniejszość, University of Gdańsk Publishing House, Gdańsk 2019, vol. 10, p. 150-160, ISSN: 2081-3309.</p> <p><i>Metodyka prowadzenia imprez turystycznych jako ćwiczenia terenowe</i>, „<i>Argumenta Historica</i>”. Czasopismo naukowo-dydaktyczne, nr 2, University of Gdańsk Publishing House, Gdańsk 2015, p. 105-110, ISSN 2353-0839.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	<p>Scholarly monographs: Author:</p> <p><i>Dwa światy. Zagadnienie identyfikacji narodowej Andrzeja Szeptyckiego w latach 1865-1914</i>, University of Gdańsk Publishing House, Gdańsk 2018, pp. 614, ISBN 978-83-7865-617-3</p> <p><i>Narodowcy i Ukraińcy. Narodowa Demokracja wobec mniejszości ukraińskiej w Polsce 1922 – 1939</i>, Gdańsk 2007, University of Gdańsk Publishing House, pp. 305, ISBN 978-83-7326-441-0</p> <p>Co-editor:</p>

	<p><i>Polacy i Ukraińcy. Historia, która łączy i dzieli/Поляки і українці Історія, яка поєднує і роз'єднує</i>, ed. Joanna Karbarz-Wilińska, Magdalena Nowak, Tadeusz Sucharski, Słupsk-Gdańsk 2015, Publishing House of Pomeranian Academy in Słupsk, ISBN 978-83-938309-3-0; ISBN 978-83-7467-250-4, pp. 391</p> <p><i>Historia-Mentalność-Tożsamość. Rosja i Europa Zachodnia w polskiej i ukraińskiej historiografii XIX i XX wieku</i>, ed. E. Koko, M. Nowak, L. Zaskilniak, University of Gdańsk Publishing House, Gdańsk 2013, ISBN: 978-83-7865-152-9 ISBN: 978-83-7865-152-9, pp. 614</p> <p><i>Podróż z książką w ręku</i>, Gdańskie Teki Turystyczno-Krajoznawcze, vol. 4, collective work, ed. M. Nowak, M. Petelska, I. Sakowicz, University of Gdańsk Publishing House, Gdańsk 2020, pp. 322, ISBN: 978-83-8206-031-7</p> <p><i>Niezwykła podróż</i>, Gdańskie Teki Turystyczno-Krajoznawcze, vol. 5, collective work, ed. A. Łysiak-Łątkowska, M. Nowak, University of Gdańsk Publishing House, Gdańsk 2021, pp. 352, ISBN; 978-83-8206-265-6</p>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	<p>For a book (habilitation work) devoted to Metropolitan Sheptyts'kyi entitled <i>Dwa światy. Zagadnienie identyfikacji narodowej Andrzeja Szeptyckiego w latach 1865-1914</i> (Two Worlds. The Problem of Andrei Sheptyts'kyj's National Identification 1865-1914), University of Gdańsk Publishing House, Gdańsk 2018, pp. 614. she has received three awards:</p> <ol style="list-style-type: none"> <li>1) First Prize of University of Gdańsk Publishing House for the best scholarly book of 2018 (2019)</li> <li>2) Second-Degree Individual Award of the Head of the University of Gdańsk (2019)</li> <li>3) Nomination for the Waclaw Felczak and Henryk Wereszycki Award (2020).</li> </ol> <p>Other scholarly awards:</p> <ol style="list-style-type: none"> <li>1) Second-degree collective scholarly prize of the Head of University of Gdańsk for the work „Słownik biograficzny historyków Uniwersytetu Gdańskiego”(Biographical Dictionary of Historians of the University of Gdańsk), ed. E. Koko, Z. Opacki, UG Publishing House 2020, pp. 552 (2021)</li> <li>2) Second-degree collective scholarly prize of the Head of University of Gdańsk for the work <i>Dom-spotkanie przestrzeni prywatnej i publicznej na tle przemian cywilizacyjnych XIX i XX w.</i>, ed. Zbigniew Opacki, Dagmara Płaza-Opacka, Wyd. UG, Gdańsk 2008 (2009);</li> </ol> <p>Other awards:</p> <ol style="list-style-type: none"> <li>1) Medal of Commission of National Education (2010)</li> </ol>

	<p>2) The second-degree prize of the Head of University of Gdańsk for the work on behalf of the Faculty of History (2012);</p> <p>3) Krzysztof Celestyn Mrongowiusz University of Gdańsk Distinction for Excellence in Teaching (2012);</p> <p>4) Medal of University of Gdańsk for the implementation of Common European Framework at the University of Gdańsk (2012)</p> <p>5) Jubilee Award for 20 years of work (2014);</p> <p>6) Jubilee Award for 25 years of work (2019);</p>
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First and last name and title of teacher	<b>Iwona Sakowicz-Tebinka</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Mediterranean as the Cradle of Multiculturalism
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Szopińskiego 7/27 80-772 Gdańsk
Telephone number	(+48) 795 587 889
E-mail address	iwona.sakowicz-tebinka@ug.edu.pl
Personal web page	<a href="https://historia.ug.edu.pl/pracownik/2571/iwona_sakowicz-tebinka">https://historia.ug.edu.pl/pracownik/2571/iwona_sakowicz-tebinka</a>
Year of birth	1961
Scientist ID	Orcid ID 0000-0002-7372-7169
Research or art rank, and date of last rank appointment	Doktor habilitowany 17.06.2011
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor 30.09.2011
Area and field of election into research or art rank	History
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Gdansk
Date of employment	01.09.1988
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	History
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doktor habilitowany
Institution	University of Gdańsk
Place	Gdańsk
Date	17.06.2011
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2015
Place	Houston, TX, USA
Institution	University of Houston-Downtown
Field of training	Uniwersytet Jutra: Umiejdzynarodowienie ksztalcenia w Uniwersytecie Gdańskim poprzez współpracę z Uniwersyteciem Houston-Downtown (University of Tomorrow: Internationalization of education at the University of Gdańsk through cooperation with the University of Houston-Downtown)

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Polish
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5 (fluent)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	2013 r. Visiting professor at Hebrew University in Jerusalem (2 lectures and 1 seminar BA and MA students)
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Duchowieństwo polskie w drodze do Ziemi Świętej w II poł. XIX w. (w:) Duchowni na plebanii i w drodze : konteksty codzienności i interpretacje historyczne / pod red. Krzysztofa Lewalskiego i Anny Łysiak-Łątkowskiej, Gdansk 2015</p> <p>British travelers' impressions of the Russians during the reign of Alexander II, "Studia Litterarum", Moskwa, 2016, t. 1-2, s. 211-218.</p> <p>Pielgrzymka do Ziemi Świętej we wspomnieniach Adama Sierakowskiego i Pawła Orzechowskiego, Studia Historica Gedanensia, 2016, T. 7, s. 104-115</p> <p>Pielgrzymi chłopcy z ziem polskich w drodze do Ziemi Świętej w II poł. XIX w. (w:) Kaszubi - Pomorze - Gdańsk : w kręgu pytań o kulturę, historię i tożsamość, red. C. Obracht-Prondzyński, T. Rembalski, K.Lewalski, Gdańsk 2016</p> <p>Pielgrzymi czy turyści? Wyprawy do Ziemi Świętej zorganizowane przez Thomasa Cooka w drugiej połowie XIX wieku (w:) Z turystyką przez wieki, red. A.Łysiak-Łątkowska, K. Lewalski, Gdańsk 2016</p> <p>Rosyjscy i polscy pielgrzymi do Ziemi Świętej w drugiej połowie XIX wieku (w:) Słowianie w podróży : t. 1, Język i kultura / red. R. Wyżkiewicz-Maksimow, J. Dziuba, Gdańsk 2016</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of	/

competences?-pedagoške kompetencije?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	<b>Barbara Klasa</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Mediterranean as the Cradle of Multiculturalism
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	26 Sosnowa St., 83-010 Rotmanka, Poland
Telephone number	+48 607 575 710
E-mail address	barbara.klasa@ug.edu.pl
Personal web page	<a href="https://old.ug.edu.pl/pracownik/1369/barbara_klasa">https://old.ug.edu.pl/pracownik/1369/barbara_klasa</a>
Year of birth	1971
Scientist ID	<a href="https://orcid.org/0000-0002-6901-799X">https://orcid.org/0000-0002-6901-799X</a>
Research or art rank, and date of last rank appointment	Doktor habilitowany – 24.05.2013
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Research-and-teaching, Associate Professor 01.11.2014
Area and field of election into research or art rank	History
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Univeristy of Gdańsk
Date of employment	9.10.2000
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	History
Function	Vice-director of the Doctoral School of Humanities and Social Sciences, University of Gdańsk
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doktor habilitowany
Institution	University of Gdańsk, Faculty of History
Place	Gdańsk
Date	24.05.2013
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2017, 2022
Place	Gdańsk
Institution	Univeristy of Gdańsk
Field of training	'Academic writing' (2017), 'Teaching students with mental health difficulties' (2022)
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Polish
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5 (fluent)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 3 (lower intermediate)

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German – 2 (sufficient)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian – 2 (sufficient)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>Courses for Erasmus students at the Faculty of History, University of Gdańsk:</p> <p>History of Poland in Films (BA/MA) since 2014/2015</p> <p>Cultural Heritage of Poland (MA) since 2014/2015</p> <p>Courses offered at the University at Buffalo, NY (2013/2014)</p> <p>History of Poland (BA)</p> <p>Poland in Europe (BA)</p> <p>History of Poland in Films (BA)</p>
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p><i>Rowerem przez polskie Pomorze, Litwę i Prusy Wschodnie. Relacja brytyjskiego pisarza i podróżnika z 1935 roku</i>, w: <i>Turysta i turystyka nad Bałtykiem</i>, Gdańskie Teki Turystyczno-Krajoznawcze, t. 2 Wydawnictwo UG, Gdańsk 2017, s. 73-84; ISBN 978-83-7865-562-6</p> <p><i>Stosunki Polski z Rusią w średniowieczu w ujęciu Oswalda Balzera</i>, w: <i>Recepcja i odrzucenie. Kontakty międzykulturowe w średniowieczu</i>, red. L.P. Słupecki, P. Sierzęga, A. Rozwałka, M. Dzik, Wydawnictwo Uniwersytetu Rzeszowskiego, Rzeszów 2017, ISBN 978-83-7996-464-2</p> <p><i>Almost forgotten - the first American history of Poland</i>, "Comenius. Journal of Euro-American Civilization", ISSN 2333-4142 Vol. 4, 2017, nr 1, s. 135-149</p> <p>„Zachód” w koncepcji dziejów Polski Waleriana Koronowicza-Wróblewskiego, „Klio Polska”, t. 13, 2021, s. 83-101, e-ISSN 2450-8381</p> <p>„Jędrna prawda o utuczonych wieprzach”. <i>Miejsce i rola Gdańska w Rzeczypospolitej Obojga Narodów w ocenie Władysława Konopczyńskiego</i>, „Klio Polska”, t. 12, 2020, s. 119-136, e-ISSN 2450-8381</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<i>O studiowaniu inaczej. Kilka uwag o systemie amerykańskim widzianym z polskiej perspektywy</i> , Argumenta Historica. - 2015, nr 2, s. 82-93, ISSN: 2353-0839
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	University of Gdańsk, MA in History (1995), teaching specialization (methodological, psychological, didactic and pedagogical competences)



didactic-pedagogical group of competences?-pedagoške kompetencije?	University of Gdańsk, Doctoral Studies, PhD (2000) – methodological competences
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	<p>Scholarly awards:</p> <p>3) Second-degree collective scholarly prize of the Head of University of Gdańsk for the work „Słownik biograficzny historyków Uniwersytetu Gdańskiego”(Biographical Dictionary of Historians of the University of Gdańsk), ed. E. Koko, Z. Opacki, UG Publishing House 2020, pp. 552 (2021)</p> <p>Other awards:</p> <p>7) Medal of Commission of National Education (2016)</p> <p>8) The third-degree prize of the Head of University of Gdańsk for the work on behalf of the Faculty of History (2020);</p> <p>9) Jubilee Award for 20 years of work (2019);</p>

First and last name and title of teacher	<b>Tonča Jukić</b> , Ph. D., Associate Professor
The course he/she teaches in the proposed study programme	Society Designed Well-Being
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21 000 Split
Telephone number	+385 21 545 598
E-mail address	<a href="mailto:tjukic@ffst.hr">tjukic@ffst.hr</a>
Personal web page	-
Year of birth	
Scientist ID	290210
Research or art rank, and date of last rank appointment	Senior Research Associate, 7. 2. 2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 1. 10. 2019.
Area and field of election into research or art rank	Social sciences, pedagogy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	1.12. 2006.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Pedagogy, methodology
Function	Teacher Head of Department of Pedagogy (2016.-2021.)
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph. D.
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	16. 5. 2011.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2002./2003.
Place	Zagreb



Institution	Forum for Freedom in Education, Zagreb
Field of training	Pedagogy, didactics
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p><b>Basic methodology of pedagogical research</b>, Study of Pre-school Education, Undergraduate study Methodology of scientific-research work, Teacher Study, Integral Study</p> <p><b>Action research in early and pre-school education</b>, Study of Pre-school Education, Graduate study Systematic Pedagogy, Pedagogy, Undergraduate study Fundamentals of Pedagogy, double-major teacher studies, graduate studies</p>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>Jukić, T. (2019, June). Creativity in Education. In <i>Proceedings of the Seventh International Science Conference Contemporary Education – Conditions, Challenges and Perspectives</i> (pp. 11-16). South-West University Neofit Rilski.</li> <li>Jukić, T., &amp; Mandarić Vukušić, A. (2017/2018). Crisis of Upbringing and Education: How to become a part of the solution rather than being part of the problem. <i>Vospitanie: Journal of Educational Sciences, Theory and Practice</i>. 10(14), 11-20.</li> <li>Bubić, A., Jukić, T., &amp; Šjaković, E. (2016). Čitanje kroz igru: važnost poticanja čitanja od najranije dobi. In H. Ivon &amp; B. Mendeš (ur.) <i>Zbornik radova znanstvene konferencije s međunarodnom suradnjom "Dijete, igra, stvaralaštvo"</i> (pp. 53-64). Split - Zagreb: Filozofski fakultet u Splitu; Savez društava "Naša djeca" Hrvatske</li> <li>Jukić, T. (2015). Upoznavanje baštine kroz akcijsko istraživanje u ranom i predškolskom odgoju i obrazovanju. <i>Školski vjesnik</i>, 64 (3), 424-438.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> <li>Jukić, T., &amp; Nemeth-Jajić, J. (2020). Motiviranje adolescenata na čitanje: primjeri dobre prakse. In I. Batarelo Kokić, A. Bubić, T. Kokić i A. Mandarić Vukušić (Eds.) <i>Čitanje u ranoj adolescenciji</i>. (pp. 97-121). Split: Filozofski fakultet.</li> <li>Jukić, T., Kostović-Vranješ, V. &amp; Kunac, S. (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. In S. Kaljača i M. Nikolić (Eds.) <i>Unaprjeđenje kvalitete života djece i mladih. Tematski zbornik (1st part)</i> (pp. 314-323). Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli.</li> <li>Jukić, T., Anđelić, M. &amp; Reškov, M. (2015). Poimanje i poticanje kreativnosti u visokoškolskoj nastavi. In H. Ivon &amp; B. Mendeš (Eds.) <i>Kompetencije suvremenog učitelja i odgajatelja – izazov za promjene: znanstvena monografija / Competencies of modern teachers and educators – challenge for change: scientific monograph</i> (pp. 25-34). Split: Filozofski fakultet u Splitu.</li> </ol>

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Member of the project team: Erasmus Plus K2 Boys reading No. 2014-1-HR01-KA200-007171 (2014-2016). Member of the project team: Erasmus Plus K2 project <i>COMMIX</i> No. 2016-1-BG01-KA201-023657 (2016 - 2018)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Faculty of Natural Sciences and Education University of Split, (1996-2000), 6 teaching methodologies  Forum for Freedom in Education, Project Teaching and writing for Critical Thinking, (RWCT), (since 2006. leads workshops for teachers)
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Ina Reić Ercegovac</b> , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Society Designed Well-Being
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Karamanova 8, 21000 Split
Telephone number	021772693
E-mail address	inareic@ffst.hr
Personal web page	/
Year of birth	1977.
Scientist ID	235650
Research or art rank, and date of last rank appointment	Higher Research Associate, 7. 6. 2017.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 14. 7. 2017.
Area and field of election into research or art rank	Social sciences, Psychology, Developmental Psychology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1. 12. 2006.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Developmental psychology, Psychology of Music
Function	Head of the Chair for Psychology, Member of the Teaching Committee
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph.D.
Institution	Faculty of Philosophy, University of Zagreb
Place	Zagreb
Date	4. 5. 2010.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2012.
Place	Zagreb
Institution	University of Zagreb
Field of training	Education for Equal Opportunities at Croatian Universities
Year	2016.
Place	Split

Institution	Agency for Vocational Education and Training and Adult Education
Field of training	Adult education in Croatia
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Course teacher in: <ul style="list-style-type: none"> <li>• Developmental psychology (Undergraduate study in pedagogy, Undergraduate study in early and pre-school education, Graduate study in primary education)</li> <li>• Attachment across the life-span (Undergraduate study in pedagogy)</li> <li>• Child Abuse &amp; Neglect (Undergraduate study in pedagogy, Graduate study in primary education)</li> <li>• Violence in Close Relationships (Undergraduate study in pedagogy)</li> <li>• Psychology of Parenting (Graduate study in Early and Pre-school education)</li> </ul>
Authorship of university/faculty textbooks in the field of the course	1. Dobrota, S. i Reić Ercegovac, I. (2016). <i>Zašto volimo ono što slušamo: glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija</i> . Split: Filozofski fakultet u Splitu.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)  <i>Note: Course teacher (or co-teacher) in Developmental psychology of Childhood and Adolescence, Developmental psychology of Adulthood and Aging, Emotion and Motivation, Developmental Psychopathology, Applied Research Methods I, Professional Skills and Carrer Planning Violence in Close Relationships, Child Abuse and Neglect, Eating Disorders, Attachment across the Life-span, Psychology of music</i>	1. Reić Ercegovac, I., Ljubetić, M. (2019). Svjesnost u roditeljstvu majki i očeva djece različite dobi: validacija hrvatske inačice upitnika. <i>Psihologijske teme</i> , 28, 2, 397-418. 2. Dobrota, S., Reić Ercegovac, I., Habe, K. (in press, 2019). Gender differences in musical taste: the mediating role of functions of music. <i>Društvena istraživanja</i> , 28(4), 567-586. 3. Reić Ercegovac, I., Koludrović, M., & Mišurac, I. (2019). The contribution of the mathematics self-concept and subjective value of mathematics to mathematical achievement. <i>Zbornik Instituta za pedagoška istraživanja</i> , 51, 162-197 doi:https://.org/10.2298/ZIP1901162R 4. Ljubetić, M., Reić Ercegovac, I. i Mandarić Vukušić, A. (2019). Irresponsible/Unmindful Parenting: An Empire for the Media. U: Lepičnik Vodopivec, J., Jančec, L. i Štemberger, T. (Eds.), <i>Implicit Pedagogy for Optimized Learning in Contemporary Education</i> (pp. 270-289). Hershey, PA, USA: IGI Global. 5. Šimunović, M., Reić Ercegovac, I. i Burušić, J. (2018). How Important Is It to My Parents? Transmission of STEM Academic Values: The Role of Parents' Values and Practices and Children's Perceptions of Parental Influences. <i>International Journal of Science Education</i> , 40, 9, 977-995. 6. Habe, K., Dobrota, S. i Reić Ercegovac, I. (2018). The Structure of Musical Preferences of Youth: Cross-cultural Perspective. <i>Muzikološki zbornik</i> , 54, 1, 141-156. 7. Reić Ercegovac, I., Koludrović, M. i Bubić, A. (2018). Percipirana sigurnost u školi i razredno- nastavno ozračje

	<p>kao prediktori doživljavanja nasilnih ponašanja. <i>Napredak: časopis za pedagošku teoriju i praksu</i>, 159, 1-2, 31-52.</p> <ol style="list-style-type: none"> <li>8. Gutović, T. i Reić Ercegovac, I. (2017). Osobne značajke i životni ciljevi grupe obožavatelja Cellogirls. <i>Sociologija i prostor: časopis za istraživanje prostornoga i sociokulturnog razvoja</i>, 55, 3, 253-269.</li> <li>9. Marijanović, I., Kušćević, D. Reić Ercegovac, I. (2017). Teachers' Views of the Potential of the Art Therapy in Young Learners (Stališća učiteljev do možnosti uporabe likovne terapije pri mladim učenicima). <i>Revija za elementarno izobraževanje</i>, 10, 4, 365-376. DOI: 10.18690/1855-4431.10.4.365-376.</li> <li>10. Dobrota, S., Reić Ercegovac, I. i Kalebić Jakupčević, K. (2017). Odnos percepcije humora u glazbi i nekih osobina ličnosti. <i>Theoria</i>, 19, 38-54.</li> <li>11. 18. Reić Ercegovac, I., Dobrota, S., Surić, S. (2017). Listening to music and music preferences in early adolescence. <i>Metodički obzori</i>, 12, 24, 6-23.</li> <li>12. Kardum, G., Reić Ercegovac, I. (2017). Provjera latentne strukture revidiranog upitnika kvalitete interakcija roditelji-dijete. <i>Suvremena psihologija</i>, 20,1, 71-87.</li> <li>13. Vuletić, A., Kardum, G., Reić Ercegovac, I. (2017). Analiza crteža kronično i akutno oobljene djece. <i>Paediatrica Croatica</i>, 61, 197-203. <a href="http://dx.doi.org/10.13112/PC.2017.29">http://dx.doi.org/10.13112/PC.2017.29</a></li> <li>14. Kalebić Jakupčević, K. i Reić Ercegovac, I. (2016). Dobne i spolne značajke depresivnosti u adolescenciji. <i>Paediatrica Croatica</i>, 60, 139-145. <a href="http://dx.doi.org/10.13112/PC.2016">http://dx.doi.org/10.13112/PC.2016</a></li> <li>15. Reić Ercegovac, I. (2016). Doživljeno vršnjačko nasilje: relacije s dobi, spolom, razrednim ozračjem i školskim uspjehom. <i>Školski vjesnik: časopis za pedagoška i školska pitanja</i>, 65, 2; 251-272.</li> <li>16. Reić Ercegovac, I. (2015). Transition to parenthood in Croatia: The Role of Individual and Societal Factors in the Subjective Well-being of New Parents. In: K. Lacković Grgin &amp; Z. Penezić (Eds.), <i>Parenthood and Parenting in Croatia: A Developmental and Socio-cultural Perspective</i> (pp. 55-82). New York: Nova Science Publishers, Inc.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> <li>1. Koludrović, M. i Reić Ercegovac, I. (2017). Does higher education curriculum contribute to prospective teachers' attitudes, self-efficacy and motivation? <i>World Journal of Education</i>, 7, 1, 93-104.</li> <li>2. Reić Ercegovac, I. (2016). Psihološki sadržaji i ishodi učenja u obrazovanju odraslih. U: Koludrović, M. i Brčić Kuljiš, M. (Ur.), <i>Doprinos razvoju kurikuluma namijenjenih stručnjacima u obrazovanju odraslih</i> (pp. 97-115). Zagreb: Hrvatsko andragoško društvo.</li> <li>3. Reić Ercegovac, I., Alfirević, N. &amp; Koludrović, M. (2016). School Principals' Communication and Co-Operation Assessment: The Croatian Experience. In: V. Potočan, M. C. Ünğan, Z. Nedelko (Eds.), <i>Handbook of Research on Managerial Solutions in Non-Profit Organizations</i> (pp. 276-297). USA, Hershey, Pennsylvania: IGI Global. doi: 10.4018/978-1-5225-0731-4.</li> <li>4. Reić Ercegovac, I., Koludrović, M. &amp; Bubić, A. (2016). School governance models and school boards: Educational and administrative aspects. In: N. Alfirević, J. Burušić, J. Pavičić, R. Relja (Eds.), <i>School Effectiveness and Educational Management – Towards a (South-East)</i></li> </ol>

	<p><i>European Research and Public Policy Agenda</i> (pp. 107-124). Palgrave Macmillan. doi:10.1007/978-3-319-29880-1.</p> <p>5. Koludrović, M. &amp; Reić Ercegovac, I. (2015). Academic Motivation in the Context of Self-Determination Theory in Initial Teacher Education. <i>Croatian Journal of Education</i>, 17, Sp.Ed.No.1, 25-36.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ol style="list-style-type: none"> <li>2015 – 2019: senior researcher in scientific project <i>STEM career aspirations during primary schooling: A cohort-sequential longitudinal study of relations between achievement, self-competence beliefs and career interests</i>, J. Burušić, PhD, financed by Croatian Scientific Foundation.</li> <li>2016: associate in the ESF project <i>Standards of profession and standards of qualification for professionals in adult education</i>, leader M. Brčić Kuljiš, PhD</li> <li>2014 – 2016: member of the Centre of Scientific Excellence in School Effectiveness and Management, leader: J. Pavičić, PhD.</li> <li>2008 – today: educator in professional projects <i>With knowledge to childbirth without fear</i>, <i>Little secrets of parenthood</i>, <i>Mom is mom – programme for teenage mothers</i> (Club for pregnant women and parents Split)</li> </ol>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Graduate study in Psychology, University of Zadar (Professor of Psychology)
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	Bujas golden badge for particularly valuable graduation work in psychology (2001)

First and last name and title of teacher	<b>Ivana Bilić</b> , Ph. D., Associate Professor
The course he/she teaches in the proposed study programme	Service Learning in Modern Society Modern Diplomacy and Public Relations
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Primoštenska 8, 21000 Split, Croatia
Telephone number	+385 21 430 785 or +385 98 428 425
E-mail address	ibilic@efst.hr
Personal web page	<a href="http://linkd.in/10P9i2si">http://linkd.in/10P9i2si</a> <a href="https://www.efst.hr/content.php?k=fakultet&amp;p=69&amp;osoba=ibilic">https://www.efst.hr/content.php?k=fakultet&amp;p=69&amp;osoba=ibilic</a>
Year of birth	1974.
Scientist ID	293643
Research or art rank, and date of last rank appointment	Senior research fellow, 20.04.2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 15.05.2018.
Area and field of election into research or art rank	Social sciences, Economics
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	



Institution where employed	University of Split, Faculty of Economics, Business, and Tourism
Date of employment	01.11.2007.
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Management
Function	Associate professor at the management department
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Split, Faculty of Economics, Business, and Tourism
Place	Split
Date	29.11.2011.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2018.
Year	Split, Croatia
Year	University of Split, Faculty of Economics, Business and Tourism
Year	Penn State, Service Learning, Training for Trainers
Year	2017
Place	Zagreb
Institution	Aspiria
Field of training	Mindfulness
Year	2015/2016
Place	Zagreb, Hrvatska
Institution	Aspiria
Field of training	Integral School of Organization Development
Year	2010/2011
Institution	2008/2009.
Field of training	Long Beach, California, SAD
Institution	California State University, Long Beach, CBA
Field of training	Communication/Public Relations
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, Slovenian, Macedonian 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Service-Learning Internship (university graduate and undergraduate level course), University of Split, Faculty of Economics, Business and Tourism
Authorship of university/faculty textbooks in the field of the course	Edited by, Lazarevska, A., M., <b>Bilic, I.</b> & Koçi, A. (2012): <b>Book of case studies: service learning success stories in Macedonia and Croatia</b> , Skopje: Makedonsko amerikanska alumni asocijacija, pp. 165, ISBN 978-608-4700-04-3
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2020 – 2022 SEA-EU Alliance, Service-Learning WP Leader, UNIST 2018 - 2020 Centre for Service Learning 2018 - 2019 Hajduk cooperation and volunteering for social development - Service Learning - Leader / teacher
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Training provided by the Faculty of Economics, Business, and Tourism.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	2021 – 2021 – Rector award – Service-Learning project - Service Learning Centre 2019 – Faculty of Economics, Business, and Tourism – Award – establishing Service Learning Centre 2018 - Faculty of Economics, Business, and Tourism – Acknowledgment – for establishing Public Relations, Social Media and promotion of Entrepreneurship 2012 - US Embassy Zagreb – Acknowledgment – Organization of the US Alumni conference, Economic Transition Forum 2012 - US Department of State – Acknowledgment for Project – Entrepreneurship for VIPs 2012 - US Department of State – Acknowledgment for Project - Ensuring Equal Access through Service Learning for Persons with Disabilities; 2009 - US Department of State - Acknowledgment for Junior Faculty Development Program

First and last name and title of teacher	<b>Ivana Jadrić</b> , Ph.D.
The course he/she teaches in the proposed study programme	Service Learning in Modern Society
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Domovinskog rata 50
Telephone number	091/5222963
E-mail address	ivana.jadric@unist.hr
Personal web page	<a href="https://www.linkedin.com/in/ivana-jadri%C4%87-a570bb94/?originalSubdomain=hr">https://www.linkedin.com/in/ivana-jadri%C4%87-a570bb94/?originalSubdomain=hr</a> <a href="https://scholar.google.hr/citations?user=kE0tr40AAAAJ&amp;hl=hr">https://scholar.google.hr/citations?user=kE0tr40AAAAJ&amp;hl=hr</a>
Year of birth	1985
Scientist ID	/
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior lecturer / 21st July 2017



Area and field of election into research or art rank	Social sciences, the field of Economics
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	The University of Split
Date of employment	29 <sup>th</sup> April 2019.
Name of position (professor, researcher, associate teacher, etc.)	Technical Manager
Field of research	Project Management
Function	Manager of the SEA-EU project and the SEA-EU office team
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Economics, The University of Rijeka
Place	Rijeka
Date	21 <sup>st</sup> July 2021
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2017
Place	Dubrovnik
Institution	University of Dubrovnik
Field of training	Workshop for doctoral students organised under the CROMAR association
Year	2013
Place	Split
Institution	Suvremeno učilište u Splitu (Modern college in Split)
Field of training	Public Relations Manager
Year	2011
Place	Split
Institution	Faculty of Humanities and Social Science
Field of training	Methodological-psychological-didactic-pedagogical competencies were acquired upon completion of the lifelong learning program
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian language
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language / 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish language / 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language / 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Earlier experience in teaching (Marketing and International Marketing in Hospitality and Tourism, undergraduate professional study, Sports Marketing and Sponsorship, graduate professional study of Sports Management, Aspira College) together with Public Relations Marketing - Lifelong Learning Program: PR Manager, Suvremeno učilište u Splitu), shor educations for public in sense of marketing, tourism and PR
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the	/

last five years in the field of the course (5 works at most)	
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>Jadrić, Ivana; Dlačić, Jasmina, Grbac, Bruno: Analysing influences on service quality in higher educational institutions: role of student's intrinsic and extrinsic motivators; 9 International Scientific Symposium REGION ENTREPRENEURSHIP DEVELOPMENT; Josip Juraj Strossmayer University of Osijek, Faculty of Economics in Osijek, Croatia, 04-05 June, 2020; pp. 1032-1046</p> <p>Jadrić, Ivana: Primjena SNG modela u analizi vrijednosti koje utječu na odabir visokog učilišta, Sarajevo Business and Economics Review, Vol.36 (2018), pp.141-160</p> <p>Jadrić, Ivana, Miletić, Đurđica, Ćosić, Ana: "The impact of the COVID-19 pandemic on international students' perception of service quality", Paper accepted and will be published in June 2022 in <i>Ekonomski vjesnik journal</i></p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p><b>SCIENTIFIC PROJECTS:</b></p> <ul style="list-style-type: none"> <li>• Co-creation of values as a new paradigm of business orientations (ZP 09/17) - funded by the University of Rijeka</li> <li>• Improving the marketing approach to business through value creation (uniri - drustv - 18-235-1399) - funded by the University of Rijeka</li> <li>• Exploring co-creation in services (ZIP-UNIRI-130-8-20) - under the auspices of the University of Rijeka (11 / 2020-11 / 2022)</li> </ul> <p><b>PROFESSIONAL PROJECTS IN WHICH THE PUBLIC RELATIONS SEGMENT IS REPRESENTED:</b></p> <ul style="list-style-type: none"> <li>• Building a SEA-EU Center for Service Learning under the SEA-EU alliance project: Erasmus + project European University of the Seas (SEA-EU)</li> <li>• BUILDphe - building professional Higher Education Capacity in Europe, EURASHE</li> </ul>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	<p>Training provided by the Faculty of Economics, Business, and Tourism as a part of the Study visit – International event organised under the SEA-EU alliance.</p> <p>Methodological-psychological-didactic-pedagogical competencies were acquired upon completion of the lifelong learning program at the Faculty of Humanities and Social Science, the University of Split, in 2011.</p>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

### 3.4. Optimal number of students

Optimal number of students is 30 with a minimum of 15 students per academic year.

### 3.5. Estimate of costs per student

According to the financial analysis, estimated costs per student are 37.500,00 kn per academic year (18.750,00 kn per each semester).

### 3.6. Plan of procedures of study programme quality assurance

**In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to “Standards and Guidelines of Quality Assurance in the European Higher Education Area”) on the basis of which the University of Split defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.**

**Documentation on which the quality assurance system of the constituent part of the University is based:**

- Regulations on the quality assurance system of the constituent part Available at [http://inet1.ffst.hr/images/50013762/Pravilnik%20o%20sustavu%20osiguranja%20kvalitete%20-procisceni%20tekst\(1\).pdf](http://inet1.ffst.hr/images/50013762/Pravilnik%20o%20sustavu%20osiguranja%20kvalitete%20-procisceni%20tekst(1).pdf)

<http://www.ffst.unist.hr/wp-content/uploads/2018/11/lzmjene-i-dopune-Pravilnika-kvaliteta.pdf>

- Handbook on the quality assurance system of the constituent part. Available at [https://www.ffst.hr/images/50013762/Prirucnik%20o%20sustavu%20osiguranja%20kvalitete%20FF\\_lipanj%202014..pdf](https://www.ffst.hr/images/50013762/Prirucnik%20o%20sustavu%20osiguranja%20kvalitete%20FF_lipanj%202014..pdf)

- Quality assurance policy. Available at [https://www.ffst.unist.hr/wp-content/uploads/2019/03/Politika-kvalitete-Filozofskog-fakulteta-u-Splitu\\_2019..pdf](https://www.ffst.unist.hr/wp-content/uploads/2019/03/Politika-kvalitete-Filozofskog-fakulteta-u-Splitu_2019..pdf)

**Description of procedures for evaluation of the quality of study programme implementation:**

- For each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation
- If procedure is described in an attached document, name the document and the article.

<p>Evaluation of the work of teachers and part-time teachers</p>	<p>Evaluation of the work of teachers and part-time teachers will be done through anonymous student surveys, as is the usual practice on all the other study programmes held in the University of Split. Centre for the advancement of quality of the University of Split, along with its satellite, Board for the advancement of quality of the Faculty for Humanities and Social Sciences in Split is in charge of these evaluations. Students from all years who participate in the evaluation of quality of courses, teachers and associates may participate in this evaluation. This data is analysed by the Centre for the advancement of quality, and the results are then presented to the teachers. These types of evaluations are held at the end of every semester. Available at:  <a href="https://inet1.ffst.hr/images/50011747/Pravilnik%20o%20studentskom%20vrednovanju%20nastavnog%20rada.pdf">https://inet1.ffst.hr/images/50011747/Pravilnik%20o%20studentskom%20vrednovanju%20nastavnog%20rada.pdf</a></p>
<p>Monitoring of grading and harmonization of grading with anticipated learning outcomes</p>	<p>Monitoring of grading and harmonization of grading with anticipated learning outcomes is in the jurisdiction of course teachers, the head of the department, and the Teaching committee of the Faculty for Humanities and Social Sciences in Split. Monitoring is continuous, and is based on the rules and regulations for the grading of students which are the integral part of every course in the study programme. Detailed study programme, along with the syllabi, rules and criteria for grading are available on the Faculty web page.</p>
<p>Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction</p>	<p>Student evaluations of availability of spatial, human and IT resources in the process of learning and instruction will be continuous, available in writing or in oral form, via communication with course teachers, mentors and the head of the department. Upon the completion of this study programme, students will fill out an anonymous evaluation form, in which they will be able to evaluate all of the resources and its availability throughout their study. This evaluation is in the jurisdiction of the head of the department, who will analyse the data, and, with the help of the other teachers, form guidelines for the improvement of availability of the resources needed for studying and teaching. This evaluation will be held once every three years.</p>
<p>Availability and evaluation of student support (mentorship, tutorship, advising)</p>	<p>A mentor will be appointed to every student that enrolls in this study programme, alongside another mentor which will supervise the making of the diploma thesis. Students will be able to evaluate both mentors via an anonymous survey questionnaire. This type of evaluation is under the jurisdiction of the course teachers and the head of the department, who will analyse the data, and, with the help of the other teachers, form guidelines for the improvement of mentorship.          Additionally, Faculty of Humanities and Social sciences in Split evaluates the work of mentors for master thesis, via an anonymous evaluation of students upon their completion of the study. These</p>

	results may be found on the web page of the Faculty in the form of a summary report.
Monitoring of student pass/fail rate by course and study programme as a whole	Monitoring of students` pass/ fail rate by course and study programme as a whole carries out via an analysis of the success of the study. This process involves course teachers, the head of the department, vice dean of student affairs and the Students services. Gathering and the analysis of data is being carried out by the Student service. It involves gathering the data about the pass/fail rate by course, the average grade of those who passed the exam on each term, and the percentage of students that have to pass only the writing/ oral part of the exam, due to their fulfilment of the obligations required for each course, such as the colloquiums and the other agreed standards of quality (seminars and other obligations). These results are available to the Faculty administration and the Faculty council. Analysis of the success of the study is carried out once a year.
Student satisfaction with the programme as a whole	Evaluation of the student satisfaction with the programme as a whole is carried out every two years, at the end of the cycle, alongside with the evaluation of availability of resources in the process of learning and instruction. Students fill an evaluation sheet, in which they may express their satisfaction with the study programme, as well as point out the advantages and the disadvantages, together with the proposed guidelines for its improvement. This type of evaluation is under the jurisdiction of the head of the department, who will analyse the data, and, with the help of the other teachers and members of the department, form guidelines for the improvement of the quality of the programme.
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	Obtaining the information gathered via the evaluation questionnaire from former students and employers may be carried out if necessary. This type of evaluation is under the jurisdiction of the head of the department and the vice dean of student affairs.
Evaluation of student practical education (where this applies)	-
Other evaluation procedures carried out by the proposer	Formal and informal counselling with colleagues from the field on Departmental level and elsewhere Class-shadowing with feedback by colleagues from the field
<b>Description of procedures for informing external parties</b>	External parties will be informed about the study programme and its learning outcomes, acquired knowledge, content and organisational features, mobility options and the continuation of studying via public informing. Course teachers/ department members, the head of the

<b>on the study programme (students, employers, alums)</b>	<p>department, Faculty management, and the administrative staff will participate in this process.</p> <p>Elaboration of this study programme will be posted on the web page of the Faculty, after its approval. Information about the study will be available through media in Croatia and the EU.</p> <p>Faculty Web-pages</p> <p>Prospectus (updated every year)</p> <p>University Open Day</p> <p>Universitas –University of Split supplement in Slobodna Dalmacija daily newspaper</p> <p>Participation of teachers and students at the Festival of Science and other similar events</p>
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## FINANCIAL ANALYSIS OF STUDY PROGRAM

<b>PLANNED STUDY PROGRAM REVENUES AND EXPENDITURE - FIRST YEAR*</b>	
<b>REVENUES</b>	
Student fees (37.500,00 kn year, 15 students)	562.500,00
<b>Total revenues</b>	<b>562.500,00</b>
<b>EXPENDITURES</b>	
Cost for the Foundation Marulus (5%)	11.250,00
Cost for the University (15%)	84.375,00
Direct cost of program implementation (travel costs and accommodation of external associates)	40.000,00
Teacher salaries	369.072,00
<b>Total expenditures</b>	<b>504.697,00</b>
<b>Surplus / deficit of income</b>	<b>+57.803,00</b>

\*Estimations are based on 15 students per year with student fee **18.750,00** kn per semester, that is **37.500,00** kn per year.

<b>PLANNED STUDY PROGRAM REVENUES AND EXPENDITURE - SECOND YEAR</b>	
<b>REVENUES</b>	
Student fees (37.500,00 kn semester, 30 students)	1.125.000,00
<b>Total revenues</b>	<b>1.125.000,00</b>
<b>EXPENDITURES</b>	
Cost for the Foundation Marulus (5%)	22.500,00
Cost for the University (15%)	168.750,00
Direct cost of program implementation (travel costs and accommodation of external associates)	80.000,00
Teacher salaries	606.033,00
<b>Total expenditures</b>	<b>877.283,00</b>
<b>Surplus / deficit of income</b>	<b>+247.717,00</b>

\*Estimations are based on 30 students per year with student fee **18.750,00** kn per semester, that is **37.500,00** kn per year.